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ABSTRACT

The attitudes of grade 6 middle school students and teachers toward their social studies textbook, "American Neighbors," (Macmillan, 1980) were measured through conversations, interviews, classroom observations, questionnaires, attitude measures, student letters to textbook authors, and a metaphor task. The case study, which took place between November 18 and December 18, 1981, in a Champaign (Illinois) school, also examined viewpoints of: students and teachers on different levels and at different schools, administrators, learning coordinators, other staff, and parents. The document is presented in 4 parts. Part I describes the schools and teachers and the history of social studies textbooks in the Champaign schools. Part II compares criteria devised by administrators, students, teachers, and parents for the ideal sixth grade social studies textbook; the acceptability by all groups of a single as opposed to a multi-text approach; and the specific acceptability of "American Neighbors." This part contains results of attitude measures and sample letters from students to textbook authors. Part III examines textbook use issues. The role of the textbook according to the curriculum committee, administrators, teachers, parents, and students is described. Dependency on textbooks by all groups, and student and teacher styles of textbook use are also examined. Part IV, the conclusion, presents 10 questions related to textbook content and approach for publishers, educators, and parents. Appendices outline research methodology and contain data forms, documents, and quantitative tables. (KC)

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Students' and Teachers' Perceptions and Use of Sixth Grade Social Studies Textbooks in Champaign Middle Schools: A Case Study

By

Avon Crismore

December, 1981

SO 014 234

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Introduction

Understanding perceptions and use of Social Studies textbooks is more than an objective academic assignment. It is understanding the context of the busy, noisy, wiggly-squiggly middle school sixth grade classroom and the context of the middle school itself--that visible symbol of transition. In addition, it is understanding the teacher who can actually say, "I love to teach sixth graders in a middle school!" And eleven-year-old Linda who believes she has "a well-educated textbook." And twelve-year-old Rodney who lies in bed at night looking at cracked walls, seeing the cracks as letters and words, and reading the cracks in his mind--one wall a Social Studies workbook page with maps--one a textbook page of words--and another a page of his own composition, his dreams and fantasies. All these are the ingredients of new and better understandings arrived at in "transition year" at Champaign middle schools.

That this was a transition year for sixth grade Social Studies in Unit 4 School District was a complete surprise to me. That two kinds of sixth grades existed, Elementary and Middle School, was also news to me. What I did know was that I didn't know much about sixth grade, middle schools, or their Social Studies materials and wanted to. Having been a former high school composition and reading teacher in rural northern Indiana, I had little direct experience with the sixth grade level, content area subjects, or city schools. Because of my background of course I have certain biases, values, and assumptions. Books are important to me--all kinds including textbooks. How books are written, read, and perceived is, too. I value learning to read and write expository prose,

the kind found in Social Studies and other content area textbooks. I value the opinions of students and think that they ought to be treated as collaborators by teachers and publishers. I assume people don't really know what students really think of their textbooks or what their criteria are for an ideal textbook. I assume too, that most content area teachers don't teach reading-to-learn strategies. All of this has to do with "where I am coming from" so that readers of this case study can draw better conclusions as they sift through what has been selected for inclusion, knowing full well my perspective.

The focus of attention (the case) in this study is student and teacher perceptions and use of Social Studies textbooks. The case is bounded or limited in several ways: 1) The students and teachers studied are on a sixth-grade level. 2) The study takes place in a middle school setting. 3) The middle schools are two Champaign, Illinois schools: Edison and Jefferson. 4) The study takes place between November 18 and December 18, 1981, the second quarter of the "transition year," the year the middle schools switched from a multi-text to a single text approach. The single textbook is the newly adopted textbook, published by Macmillan in 1980. 5) The study examines the interaction between student/teacher perceptions and use of this new textbook; and also investigates the interactions of grade level, type of school, time of year, transition year and student/teacher perceptions and use of the textbook.

The case study approach was considered appropriate because the aims of the investigation are to increase awareness, build understanding, extend

experience, and confirm convictions for readers. The descriptive, holistic, episodic, experienced-based features of case study lend themselves to experiencing vicariously, imagining, and empathy, all of which are important for the intended readers in making sense of and fully understanding how students and teachers perceive and use Social Studies textbooks, and in arriving at an informal, complex kind of truth.

The intended readers of this case study are publishers, educators, school administrators, parents, and boards of education. Ideally, sixth grade students would be part of the reading audience, too. They should, at least, be informed about the contents of the study. It is hoped that through full and thorough knowledge of this particular case, readers will be able to recognize it in new and different contexts, making generalizations whenever it is appropriate. The intended audience is both a particular Champaign, Illinois audience and a more general audience.

Another hope is that the reading audience will arrive at truth by making use of different perspectives and looking at multiple realities to make interpretations and reach conclusions. In order to make this possible and as a check on reliability, many different sources of data and methods were used. The viewpoints of students, teachers, administrators, learning coordinators and other staff and parents were gathered and compared. Viewpoints of students and teachers on different levels (fifth, sixth, seventh, and eighth), and different schools (Edison and Jefferson Middle Schools and Westview Elementary School) were compared. Different kinds of classrooms were observed (Social Studies, Language Arts, and Math)

and compared. A variety of methods was used to gather data (conversations, interviews, classroom observations, questionnaires, attitude measures, opinion letters to the textbook authors, and a metaphor task) and these data were compared. Attempts were made to disconfirm what was noted in classroom observations for instance by checking it against what students and teachers said in interviews or questionnaires. What administrators or parents said was checked with what teachers and students said or what the investigator noted. These multiple realities, then should result in one reality.

This case study is descriptive rather than evaluative, trying to portray the complexity, mystery, mood, relativity and dynamics surrounding the Social Studies textbook in sixth grade. Experiencing a Social Studies textbook such as American Neighbors is a complex social process--a book, an institution, and a number of human beings are interlaced. Educators, publishers, parents, and policy makers know little at present about how Social Studies textbooks are perceived or used by students and teachers. This situation helped to drive and shape the case study.

Just as important in shaping the study and determining the kinds and sources of data collected were the issues that evolved as the study progressed. Some of the issues that evolved were studied because they were interesting and important for the researcher, issues such as the match between students, teachers, parents and publishers on textbook criteria; strengths and weaknesses of the current textbook; the role of the textbook; factors determining textbook use; and styles of textbook use. Other

issues that evolved were pursued because they were considered important by policy makers in Champaign Unit 4 School District. These included acceptability of the single textbook approach and acceptability of the newly adopted Social Studies textbook by teachers and parents.

The issues not only structured the data collection but also the written report of the case study. The plan for this report is as follows: I. Background: History of the Textbook Situation; Description of Schools and Teachers. II. Textbook Perception Issues: Criteria Matches; Single Textbook Acceptability; American Neighbors acceptability. III. Textbook Use Issues: The Role of the Textbook; Textbook Use Dependencies; Styles of Textbook Use. IV. Conclusion.

I. Background

History of the Middle School Textbook Situation

"There's a history to this Social Studies textbook situation, you know." The learning coordinator attempted to alert the researcher on the initial visit to one of the middle schools that the current textbook situation could not be studied without understanding its history. The story came out in pieces--part from learning coordinators, part from administrators at the Unit 4 central office, part from teachers and students. The following comments are from these sources.

1. "The history of the middle school is that it tried to succeed, but had many problems which we're still working on. One of the ideas behind middle school is to work at diversity and work with individual abilities. I was on the planning committee and the committee felt they needed multi-texts to meet individual needs. They attempted to provide a resource unit--a unit that has suggestions for teachers.

They then use these and make a teaching unit from it. We had these for Social Studies, Science, Math, and Language Arts earlier. We bought Taba materials for people because they had a thinking part--critical thinking. We ran into problems though.

This is the sixth year for Middle school. It started in the fall of 1976 with seventh grade. In 1977 we brought sixth and seventh to Middle School and ninth to high school. Two factors caused Taba's defeat. We bought class sets and expected 30 kids to come in at 10:00 am or 11:00 am and use them. The kids couldn't take them home or to Study Halls. We tried to improve--we bought more books and that helped. But because of the multi-texts in all the subject areas teachers, students, and parents were all upset. Some kids could take some books; we had six or seven sets of different titles, but not all were the same title. The students were unhappy, and the teachers were unhappy. They had too many different lessons to prepare from Scott Foresman, Rand McNally, and Merrill--they had to try to find answers to questions on the Revolution from all, for example."

2. "In middle schools four years ago we had bits and pieces of materials and no money to purchase any. We took some materials from the elementary schools and wrote some in all content areas. There were major complaints from parents--they saw only worksheets. A child couldn't take a textbook home--there wasn't a text for every child. There was no sequential development--it was a hodgepodge. The Taba Inquiry method was used for Social Studies. It had thinking activities and the kids read trade books that came with it. The trade books were in the classroom--some of the classroom books were Social Studies textbooks. All were used as reference books. Students were supposed to learn how to compare and contrast different sources . . .

   Five or six years ago there was a real economic crunch. There would have been a $500,000 debt had we not clamped down on textbooks. There was a tax referendum. Textbooks fell to the bottom of the priority test in Unit 4. The State's Textbook Loan program helped. Then, recently, $250,000 was spent on textbooks--part of it was catch-up-year. Middle schools were in dire straits and so became out of sync with the textbook adoption calendar that had been adopted as an equalizer. Social Studies was adopted last year. Until now sixth graders had not experienced having a textbook--they had only had Taba . . . Parents came to Board meetings upset about the textbook situation before the adoption.

3. "Five years ago we moved to a middle school approach. Half the sixth graders had a team approach. Many curriculum changes happened in a short time."

4. "The middle schools were established in 1975. There was a multi-text approach used where teachers in sixth and seventh grade choose and do content area study on topics. Supplementary texts were available in some classrooms. In theory, this is an excellent approach, but practically the concept is unrealistic, as students come from an elementary school which has a basal and go to a high school which also has a basal. Students and teachers had great difficulty making adjustments to a flexible material approach.

The objectives developed for middle school Social Studies are not the same as elementary or high school. So now we have attempted to come up with a set of objectives with scope and sequence and continuity to assist teachers. Here we have the expectations of the grade level and how it fits in the overall pattern. We found duplication of content areas across the district. Once we established this overall objective approach, we made a decision for a basic text approach at the sixth, seventh and eighth grade.

In general, I'm supportive of the multi-text approach but for us to maintain this approach was impossible because of the strong feelings of staff and parents. We are still using the multi-text approach yet in Science; there is a worksheet approach. The old argument was that multi-texts meant a whole, individualized, personal approach, and I feel strongly that is what we're about, but to do that effectively, you need small classes, knowledge of the subject, and skillful teachers willing to work their hearts out. There's a real problem with wiggly-squiggly sixth graders, too. The reality of the world.

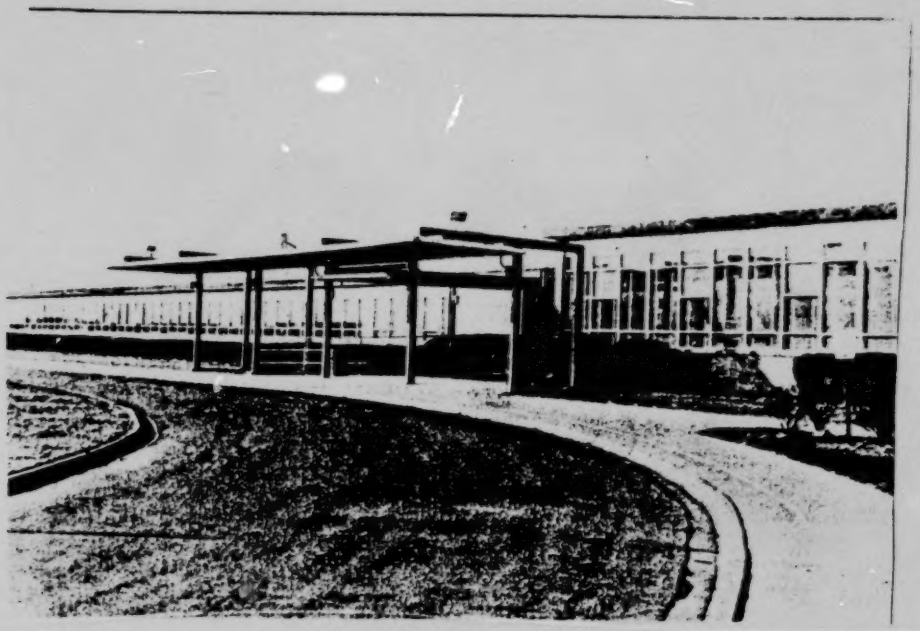
In the 1960's there was a real thrust for the Middle school with its multi-level text and team approach--that lasted into the 70's.

But Champaign got into middle schools late in the game. They didn't really develop a program until 1972 and then made modifications in 1976. As staff, parents, and administrators saw the middle school concept, it was great. The notion of middle school was an attempt to individualize, whether by the multi-text or team approach, using the expertise of the team in materials and teaching strategies to help kids. It is an excellent but an expensive approach. As we got into the throes of an economic dilemma, we had to look at how education could be delivered in a more economical way. As you look at education, swings are always between the individual and society. In the 30's the individual was stressed, in the 50's Sputnik with national goals and extensions to Science, Social Studies, and transitional grammar. Then we had the Relevant Era in the 60's with its heavy emphasis on the individual, and now we're swinging back to society. I hope we are on a spiral; I want to have new levels. We are better educators now than twenty years ago and we educate more widely.

As far as what's happened, basically my perception is that middle school started late in Champaign, and this may have been one of the problems--it started 10 years late so there was no grace period for grand folly. When Champaign went to a middle school approach, it meant it went back to the 60's and tried it in the 70's, but no grace period was granted."

The Settings and People

Jefferson Middle School



Nestled between Centennial High School and Centennial Park, Jefferson Middle School, formerly Jefferson Junior High, sits on the west side of Champaign. It is a fairly new school in a fairly new part of Champaign. The school is one story, rambling, filled with many rooms containing modern equipment and furnishings and filled with white and black teachers and students. The principal is white--new this year. The assistant principal is black, seen often patrolling the halls, talking to students and teachers. A large staff of teachers and experts attempt to meet the needs of the middle schoolers as they pass through the transition from elementary to high school. Because Jefferson serves students from many backgrounds and cultures it provides two Developmental teachers for slow learners, three Learning Disabled teachers, one Orthopedic teacher and aides, one Hearing Impaired teacher and aides, one Behavioral Disorder teacher, one Emotional Mental Health teacher and aide, one Speech Clinician,

one Transition teacher and Guidance Counselors for each team. The sixth grade at Jefferson has two teams. The Social Studies teacher studied at Jefferson had 75 students on her team. To meet individual needs some students are sent from the classroom to special teachers for help and some special teachers are sent to the classroom to help students there.

Jefferson First Impressions

What first meets the eye is the wide circular drive in front of the school, the modern-looking ranch-style school and a black man dressed in a suit and hat--also black--talking to a young black boy about 13 years old. Inside there is a flexible, non-structured look. Teachers stand in front of classroom doors at the end of class until the next class starts. The hallways are busy between classes with milling pre-teens dressed in the latest fashions, yelling at one another, some pushing and shoving. A black man with an authoritative but friendly manner walks down the hall quickly after a black boy, stops him and talks to him quietly. After the bell rings for class, most students disappear, but not all. The halls are still rather busy with black and white teachers and staff on their way to some destination, a classroom here, a classroom there, an office. The secretaries in the main office are friendly and considerate as they ask me to sign in, apologetic about the sign-in requirement. So this is Jefferson. I wonder what the sixth grade Social Studies teacher is like and her students. What is in store for the future?

Teacher Vignette

We sat, Carolyn Hunter and I, that morning at a learning center in a corner of a sixth grade classroom in a fairly new school, talking. I sat facing her, seeing her black and white pin-striped dress that clothed her big-busted, soft, ample body, her smooth, black face, young-looking, with expressive eyes that rolled up, down, sideways. She sat, back to the blackboard, facing the desk-filled modern classroom, looking usually at me but sometimes at the two white students who were working on their overdue projects rather than watching Jungle Book with their classmates. We talked in normal tones punctuated by her laughter and hushed apologies about her philosophy of teaching Social Studies. "I teach to their needs--I remediated them at the beginning before I started the map skills tapes. I'm only now starting the textbook, but they needed the review of the states--why, they couldn't tell me where they were on the map or how to spell their names! The pretty little girl with long blond hair sidled up to her with her English grammar assignment, pointed to the page and said, "I don't understand how to write this answer--the way to go about it." Carolyn responded with several brief, explanatory comments and returned to our conversation, after noting, "She's new--just transferred from the gifted program--they used the Grade Books program." It's the Grade Books program, isn't it sweetie?" "No, the girl quickly answered, "It's the Great Book program--we didn't study verbs. I never could understand verbs." Carolyn went on, "I have a BA and MA in Social Science, but I teach Language Arts. Last year I taught

all Language Arts. This year only one class and the rest Social Studies. I get involved in my classes. I read "Erl King" to them--I sing my spirituals and play my guitar. I take part in the plays. The bell rang--the boy stayed, the girl left. "Goodbye, honey, see you tomorrow."

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Social Studies at Jefferson

Introducing the new textbook

The first assignment in the new workbook

Helping students with the new workbook

The Jefferson Social Studies Classroom

The Jefferson Social Studies classroom has the look of an elementary classroom. Bright colored art work made by students abounds. Bulletin boards are filled with student-made maps, pictures, dioramas, reports, and charts about Canada and South America. The area above each of the six windows to the south has been turned into a bulletin board--teacher-made, with a window for current event newspaper articles about our "American Neighbors," a window for math principles and examples, several windows for Language Arts rules and posters. The room is used for Math and Language Arts as well as Social Studies, all taught by the same teacher.

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Edison Middle School

Formerly a Junior High School also, Edison Middle School is situated in the heart of Champaign close to the University of Illinois campus. It looks like the typical older city school found in any midwestern city, schools all cut from the same pattern. There are three floors in the dark red brick building. The two main entrances are reached by climbing many cement steps on the south and east sides. The school is surrounded on all four sides by streets lined with middle-class homes and business establishments. There is no parking lot--what was once a parking lot is now an addition to the original building or a playground area. There is little or no openness, but much solid structure. Edison, like Jefferson

has a staff of teachers and experts to meet the various needs of the students it serves, and a team approach. Team six is the sixth grade team.

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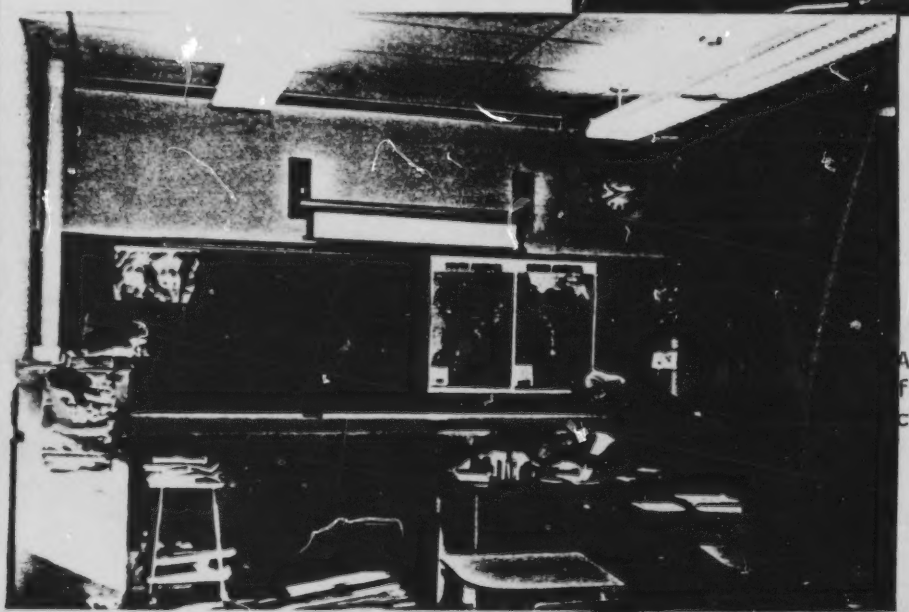
The Edison Social Studies Classroom

Globes for the Nystrom map skills unit



A substitute teacher prepares for the next Social Studies class.

The end of the day before Thanksgiving vacation.

Edison First Impressions

What was noticed first about Edison? The steps. Many, many steps leading to a box-like structure filled with a multitude of little boxes on the main floor which had many steps going up and down to more rows of boxes. There was a sense of closure and boundaries and tradition, security and solidarity. It seemed well-kept, orderly, organized, and quiet on the initial visit. A class came into the building about 9:30 a.m. from somewhere, a trip maybe, up the steps on the State Street side, happily talking and orderly. The black student who gave directions to the main office was pleasant and courteous, well-dressed. The main office was busy with students, white and black, lined up at the counter, waiting their turn to receive information or to be sent into the black principal. The secretary smiled as she offered a team schedule and gave directions to the nearby room where the learning coordinator and "Team Six" met for daily planning. Unexpectedly, the team turned out to be all white. The four teachers were young and serious--concerned as they waited for a parent conference. The planning room was small and cluttered. There was an air of mystery about the school. Little rooms here and there, nooks and crannies, little landings, stairways leading to where? Inside, it was apparent that Edison had an unusual personality in spite of its outward appearance.

The Edison Social Studies Classroom

Edison's classroom, unlike Jefferson's, looks like a secondary classroom, reflecting perhaps the prior teaching experience of the teacher. This is a straightforward, business-like classroom. Globes and maps predominate as room decoration, along with a few commercial posters. A portable bulletin board holds a world map and current event newspaper articles that have been there awhile. The large magazine rack holds National Geographics and other resource materials for Social Studies reports. Although the student desks are new and modern, nothing else in the room is. The blackboards are real slate blackboards, the kind that erases easily. A black window darkening shade for movie showing covers half of the window. Besides Social Studies, Math is taught by the same teacher in this room, but there is no evidence of this except for the Math assignments on the blackboard. The room is much smaller than the one at Jefferson. The first period Social Studies class can hardly fit in it--two students sit in upholstered chairs with a table between, under the windows, because of lack of space (and desks?).

A Typical Day at Edison (1)

At 8:48 a.m., 24 sixth graders file noisily into the room carrying their Social Studies textbooks and workbooks. Once in the room they disperse to desks, chattering full force, eventually arriving at their own desks. Their white teacher, a rather young, pleasant-looking man dressed in a

red sweater and dark trousers jokes with individual students who respond warmly and positively, often joking back at him. He gets out the attendance book. Teacher: Okay let's be quiet. Everybody here but Jeremy, Tonya and Janet. We'll spend 25 minutes finishing up the chapter starting on page 40 and the rest of the time you can work on your assignment. I'll test you on Friday--any other tests on Friday? I'll cover the explorers, the imaginary trip through Canada, Mexico, South America to New York. Know about the explorers' discoveries and be able to catalogue those in Canada like Hudson and Cabot and those of North and South America. Columbus, Vespucci, Balboa--all had an important stake in discovering and cataloging the New World. I had a friend who wrote about Magellan--it wasn't a best seller. There's pretty valid evidence it was Magellan's slave that was the first man to circumnavigate the world. I won't ask you questions like that or about the Vikings theory--it's too ambiguous. The big question in the world now is the Scientific or Creation theory, the issue going on in Little Rock, Arkansas. Should it be taught side by side? And there are even more important questions than this. Be aware. In Champaign, there are some who believe strongly in each position. You know, the Scopes Trial. I'm not going to get into that. But if these things excite you, look it up, research! Believe it because you researched it. Don't believe it because I say so. Challenge people. It's your mind being challenged. But don't go home and challenge Mom and Dad because I say to. In the area of academics, though, challenge, probe, question. Education goes on. My education goes on. I'm off the subject.

Boy student: If you are trying to teach us, why not have a debate?

Teacher: Maybe, later on in the year. I can't do it now. I can teach you some debating skills. Some of you have indicated you wanted to know how to debate.

Girl student: Will you have ocean currents and temperature on the test?

Teacher: No. But I will want you to know how ocean currents affect the lands we're studying, especially South America.

Boy student: How long will the test be?

Teacher: Oh, 20 minutes. I will ask zone questions throughout the year like yesterday when we discussed Pearl Harbor. As you become more skilled at longitude, you'll understand time zones better.

Girl student: I watched a TV show yesterday when I was home sick, about a survivor being found recently from World War II. Who is the last one?

Teacher: The last of the survivors on the "deserted" island? I was on Guam in 1968, 20 years after the surrender. A guy surrendered--he held out 22 years. (Stop that noise Ken, alright?) He'd been given orders never to surrender, that people would come back for him, but they'd been killed and never did. I played golf 2 miles from where they found him.

Girl student: When was the Viet Nam war?

Teacher: It depends--By 1961 President Kennedy was involved, by 1962-63 manpower increased, by 1967 we were there fighting. I was there in 1968-69, a pretty tough year. By 1972 it was

over and we didn't win. Before 1961 there was a civil war in Viet Nam and Ho Chi Ming was involved. It is not uncommon for people in Viet Nam if they are 40 years or younger to know anything but war.

[It is now 9:29 a.m.]

Let's get back to South America--page 40. I'm not here to talk about war. Quito, Ecuador--it's pleasantly cool there even though it's close to the equator. Why?

Boy student: The high sea level.

Teacher: There are other things besides closeness to the equator that affect weather. Does anyone remember how many feet of elevation equal .1° of temperature change, generally? (Writes on blackboard) 300. Quito is 2 miles high in sea level--5,280 x 2 = 10,500 ÷ 300. The degrees of temperature change between sea level and the top of the elevation is about 20 - 25°. Fool around with this type of problem. Look at the photo of Buenos Aires, page 41. They are right! It does look like our capital in Washington. Look down at the second paragraph. It means Lima, Peru, not Lima, Ohio. This is one of the driest regions in the world. Focus on page 43--look at the map. See the Pacific side of South America and the Atacama Desert. That desert is located on the ocean. Shouldn't there be water, through the evaporation process? I wonder why that happens? Go back to page 10

and look at the rainfall map. Take a look at the rainfall in South America by the Tropic of Capricorn. That's where the Atacama Desert is. Take a further look at page 11 and look at vegetation. On the coast, it is all desert. Once we get in Chili, we get-- Tomorrow we will finish the chapter and the test is on Friday. [It is 9:38 a.m. and class is over--students file out and teacher comments to researcher:]

"Vignettes are important--first-hand accounts. These guys like to ask questions--I'm amazed. They like to get me talking off the subject, but I always use talking to teach them a lesson. They don't know it, but I've taught them a lesson. They'd be bored--they'd sleep through the stuff in the text without them."

[1]None of the names used in the vignette are the students' real names. Fictious names for students have been used throughout the rest of the case study also.

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Westview Elementary School

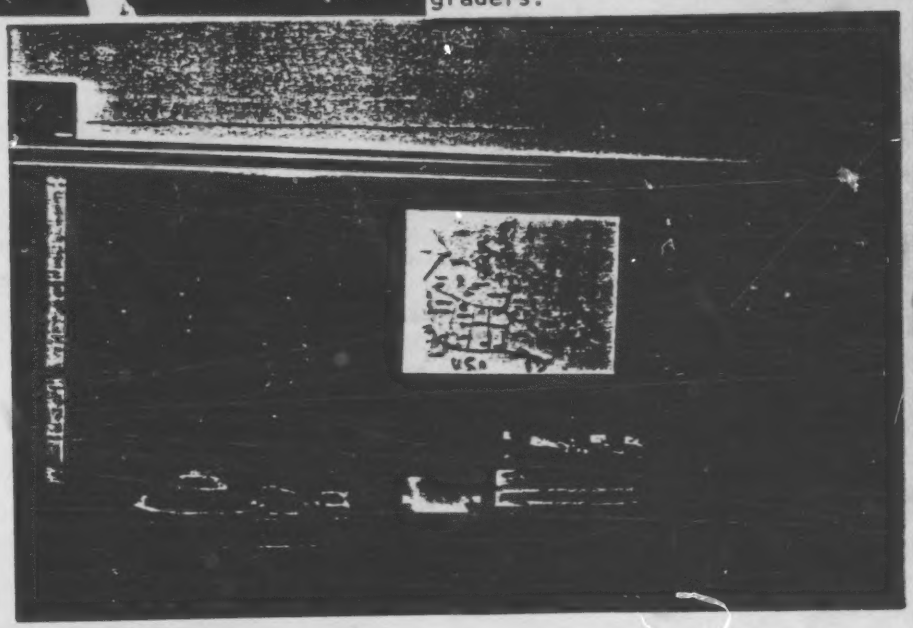
Westview lies between Edison and Jefferson schools, a little south of Edison and closer to Jefferson--in the western, residential sector of Champaign. Westview is closer to Jefferson in more than one way: It looks rather like Jefferson on the outside and inside, only it's smaller. The walls of the hallways, classroom doors, and classroom walls are covered with colorful art projects or commercial posters designed for children, usually holiday or season oriented. The classrooms often have myriads of student products dangling from light fixtures. The classrooms are large with counters, and sinks,--the self-contained classroom equipped to

promote art projects. The storage shelves are built-in, but cabinets supplement. The chalkboards are green and do not erase easily. The sixth grade classroom is used for all subjects and the teacher teaches all subjects to the same 24 students. Student-made maps of Canada are attached to one chalkboard. Photographs of Canada fill the bulletin boards on each end of the chalkboard.

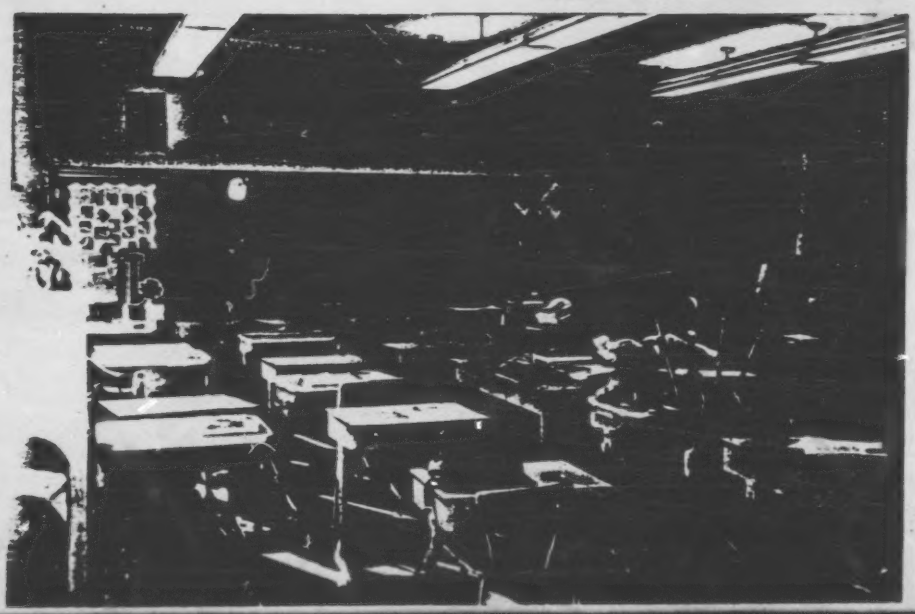
Westview

Social Studies Classrooms

Time out to see the Christmas play performed by fifth and sixth graders.



Student map projects on Canada



Afternoon recess time

6.	Students have no lockers.	Students have lockers
7.	Teacher has flexibility as to when SS is taught.	Social Studies is taught every day at scheduled time.
8.	14½ weeks are devoted to Social Studies, approximately 50 minutes per day = 108 hours a year, possible.	18 weeks devoted to Social Studies, 40 minutes a day = 126 hours a year, possible.

Middle School Teacher Comment:

"In a sixth grade in elementary school, the child is in a self-contained classroom setting. More responsibility is put on a student in middle school. There's a difference. The child has many teachers--and must get to class on time. An elementary teacher has to know only 25 or so different students; a middle school teacher has to know 75 or more different students. If a child is very dependent, not mature, if the child needs a mother--then elementary school is appropriate. The teacher in middle school needs to be one that is elementary-minded in case a child is partly dependent, partly independent. The middle school teacher is a transition teacher--the goal is to have an independent student at the end of the year. An elementary teacher can spend more time on a Social Studies project--can be more flexible. The teacher can cut Language Arts time to complete a Social Studies project. For the middle School, Social Studies time is fixed."

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Introduction to the textbook and case boundaries

The sixth grade Social Studies textbook, American Neighbors

Studying Canada at Westview--page 112-113 on December 16. The student user of the text has been interrupted to attend a Christmas program.

Part of the boundaries of the case: The classes, the school, the time span and dates of the study.

A Document

PART B (TBC-79)

For TEXTBOOK or BASIC MATERIALS change request complete this section:

1. What text and/or basic material is being replaced?

   (Title) People in Change Series

   (Copyright date) 1973 (Publisher) Addison Wesley

2. When was it adopted in Unit 4? 1976

3. Why is it unsatisfactory? (Be specific) Narrative style of presentation with regard to content proved to be of insufficient depth of accomplish objectives. Necessity of sharing materials limited the social studies program.

4. Recommended replacement:

   (Author)

   (Title) 6th grade American Neighbors (Edition)

   (Publisher) MacMillan (Copyright date)

   Workbook to accompany text Yes - to be used consumably

5. Have you used the EPIE model in the evaluation process? Yes

---

This document is important because it initiated the change to the new social studies textbook, American Neighbors. The textbook is a central figure throughout the case study.

II. Textbook Perception Issues

Criteria Matches

The first issue addressed is whether administrators, students, teachers, and parents perceive the criteria for an ideal sixth grade Social Studies text to be the same. The same request was made of 101 sixth grade students, their parents, the three middle school sixth grade Social Studies teachers, the Westview sixth grade teacher, and three seventh grade Social Studies teachers on a questionnaire:

Name five things that make an ideal suitable Social Studies textbook for (you) (your child) (your students). Below are examples of student replies, picked at random from the classes studied at each school.

Jefferson Social Studies 1 (first class)

1. More exciting
2. Have more important people in it
3. Not as many questions in it
4. A little more interesting
5. Put the latest presidents in

Edison Social Studies 1 (first class)

1. Interesting
2. Informative
3. Clear
4. Helpful
5. Have some pictures to show things

Jefferson Social Studies 3 (last class)

1. To have a lot of interesting facts
2. To be full of information
3. To be interesting, not boring
4. To have not so many questions
5. To have good lessons

Edison Social Studies 2(last class)

1. Very up-to-date facts
2. More interesting--not boring
3. More information--a book that gives all sides of what happened
4. More charts and graphs. They show things in a more understanding way
5. A book that goes farther back in history than Columbus

Westview

1. Lots of information
2. Good clear maps
3. Colorful pictures
4. Interesting
5. Easy to read

Based on the number of times mentioned, the most important criteria for students was that their Social Studies textbook be interesting; full of information; understandable; and up-to-date and helpful with aides to help them learn, (like definitions, glossary, review questions); have colorful pictures and have maps. The word interesting appeared most often, followed closely by the word information. Colorful and understanding were also frequent. Other criteria they considered quite important were that it be full of new information not already learned; contain a variety of fun activities; be objective, giving all sides of issues; be challenging; go into detail and elaborate on subjects considered important or interesting; contain current events and ancient history events; contain geography content, different cultures content; and have a variety of subjects. Several mentioned they wanted texts that told how people felt about events--the feelings and attitudes. Some mentioned desire for short chapters, few questions, an attractive cover, smaller print size, a lightweight, weatherized text, and appropriate vocabulary.

Random Samples of Parent Criteria

Jefferson Social Studies 1

1. Interesting
2. Easy to read and understand
3. Illustrations
4. Glossary for large and difficult words
5. Self-teaching methods

Jefferson Social Studies 3

1. Material presented in an interesting way
2. Charts, diagrams, maps
3. Some pictures
4. Review questions at end of each chapter
5. Dictionary at back for words that need to be defined

Edison Social Studies 1

1. Cover the subject well
2. Give an understanding of how other people live and how geography affects modes of living
3. Map and globe skills including topography
4. Understanding of how various societies and people are interdependent
5. Written in interesting fashion so he will be excited about studying the above

Edison Social Studies 3

1. Clearly written
2. Interesting pictures
3. Stimulating questions at end of each chapter
4. A resume of the most important information after each chapter
5. Interesting things to do in class

Westview

1. Challenging
2. Informative
3. Readable
4. Organized
5. Up-to-date

For parents the most frequently mentioned criteria were having a text that was interesting, clearly written, concerned with different cultures, contained pictures and maps, and aids such as purposes, summaries and questions at the end of chapters, and glossaries. They also were concerned that it be stimulating and challenging, up-to-date, accurate, colorful, objective, organized, practical, and basic without too much detail.

Narrative form, examples, moral values, and activities were also mentioned.

Sixth Grade Teachers Criteria

1. Colorful
2. Easy to read for some students
3. Provides challenge
4. Has answers to most questions asked
5. Well-organized

1. Up-to-date data, including controversial topics
2. Conflict oriented
3. Up-to-date art--a balance of pictures and text
4. Easily read text
5. Understandable for grade level

1. Good maps
2. Readable text for students
3. Interesting presentation of material
4. Good, clear, modern pictures
5.

1. Maps and pictures
2. Interesting narrative
3. Good glossary
4. Good index
5. Good titles and subtitles

Seventh Grade Teachers Criteria

1. Easy enough to read so it's not a struggle
2. Well organized (chronologically) so it fits together
3. Has good attractive pictures
4. No crowded pages with too many words on a page
5. A good glossary to define some terms

1. Organized material
2. Good instruction for students and activities
3. Good supplementary materials
4. Readable materials
5.

As teachers perceived it, the most important criteria for their students' Social Studies text were that the text be readable and understandable at grade level, have good colorful maps and pictures, have the right content, and be well-organized. These were the criteria mentioned most often, but also

mentioned were such criteria as these: interesting, up-to-date, unbiased, informational and factual, have answers to questions, a glossary, and good titles, details, appropriate amount of print on a page, and supplementary materials. On the teachers' questionnaire, another request was to name five things that make an ideal, suitable Social Studies textbook for the teacher. It is interesting to note the similarities and differences in the criteria for themselves and for their students.

Textbook Criteria for Sixth Grade Teachers

1. Units on map skills	1. Source of information
2. Reading for details	2. Basics for discussion--open ended, thought provoking techniques
3. Materials for low-level readers	3. Reading tool at different levels
4. Materials for average readers	4. Framework for a course
5. Materials for above average readers	5. A systematic plan for a subject

---

1. Good maps	1. Unbiased representation of all cultures
2. Readable text for students	2. Visual aids (Maps and pictures)
3. Interesting presentation of materials	3. Readability (a little below grade level)
4. Good, clear, modern pictures	4. Organization (good teacher's manual)
	5. Enrichment activities

Textbook Criteria for Seventh Grade Teachers

1. Easy enough for 75% of students to read independently	1. Organized material
2. Good teachers guide with good help for me	2. Good instructions for teachers
3. Attractive (layout and pictures)	3. Readable materials
4. Contains material relevant to all cultures of students taught	4.
5. Includes geography as well as culture and history on 7th grade level	5.

Administrators' Criteria

When administrators were interviewed, their comments indicated their criteria for a good sixth grade Social Studies text were that it have "scope and sequence," good organization, content corresponding to the objectives for sixth grade, readable text and a good teacher's manual.

Comparison of Criteria

The success of a Social Studies textbook depends on the same premise being held by students, parents, teachers administrators and publishers. The meaning and standards of a textbook are dependent on such things as content, organization or structure, style of presentation, conceptual level, clarity, language complexity, learning aids, aesthetics, and proportion. The criteria listed by each group was tallied and categorized. Not all respondents listed five criteria--some gave three or four, some parents did not list any. Only about one third of the parents sent back questionnaires and some students were absent the day the questionnaire was given to them in class. By counting the number of times certain criteria were listed and by broadly categorizing, some tentative conclusions can be reached about criteria agreement.

Students and parents seemed more in agreement than students and teachers. Teachers and administrators seemed to agree closely. Both parents and students perceive the ideal textbook as being interesting, informational, helpful, understandable, aesthetically pleasing and appropriate in content. Interestingness (fun, exciting, stimulating) is as primary as the information and understandability. Aesthetics are very important, and values and feelings. They seem to view the textbook more as a literary work of art that also informs in a friendly, cooperative, reader-based manner. The affective aspects are as important as the cognitive aspects; the psychological, qualitative, rhetorical factors are balanced with the facts, content, and skills.

Teachers and administrators, however, seem in general, to see the textbook as a non-literary piece of informative, expository prose, primarily. They perceive the ideal textbook to be well-organized, informational and appropriate in content according to school objectives, readable on or below grade level and systematic. They seem not as concerned about interestingness,

style, feelings and have a more objective, scientific and less integrated perception of the ideal text. It is also clear that there are exceptions to these claims; some teachers' criteria are similar to students' and parents' criteria. It is true, too that there are commonalities. All want a readable text (but readable can mean many things) with accurate, up-to-date facts, and colorful maps and pictures. Each group's criteria is no doubt based on its' own experiences with the textbook in a particular context. The parent and child experience the textbook at home differently than a child and teacher in a classroom. The teacher and administrator experience the textbook differently in a teachers meeting than at a private desk.

Single Textbook Acceptability

Information about the issue of a single versus a multi-text approach was collected from informal conversations with teachers and students, teacher and student interviews, parent questionnaire responses and observations.

Teachers Speak

Seventh Grade:

"There's no comparison! Last year was my first year to teach, and I had to use Taba materials. It wasn't enough, and I didn't know what else to use. Every night I went home and worried about what to do the next day about materials. I needed help and guidance--direction." I liked Taba, but it wasn't enough.

Eighth Grade:

"I've been without a text for several years, and I'm glad to have it."

Fifth Grade:

"I use a multi-book approach. The book is not enough--there isn't enough meat in it. I use other books for details. The text is only basic and I use other supplementary books."

Sixth Grade:

"This is the first year I've used a text. In the past we used Taba--we had to use what was available. It is nice to have a textbook. I don't have

to apologize to parents any more. The parents didn't like it before They (the administrators) didn't want to spend money on textbooks. It was an experiment, but they weren't explicit about why there wasn't any text. It was ridiculous. One thing that came out of the K-12 Textbook Committee was Scope and Sequence. We need to know what third grade is doing--what fifth graders are 'supposed' to have learned about longitude and latitude."

Learning Coordinators Speak

First Speaker:

"One of the important issues is the units. The single textbook is only one of the resources that should be used for major ideas. The main ideas are out there and we have resources listed and questioning strategies available for teachers, but they are no longer used. In Reading, we have theme units but not in Social Studies. But we used to--and we had tapes. I am making tapes now for a seventh grade Social Studies teacher who misses the tape approach from the Taba books and feels she needs them this year. I'd be the first to say, 'Go get one textbook or otherwise teachers teach their own thing.'"

Second Speaker:

"With our past multi-text history, we have swung back the other direction. The Social Studies Committee bought one textbook for every child--whether he can read it or not. Immediately I don't need to tell you we have problems: The kid who can't read can't learn; there's no broadening of horizons to see how different authors treated the same subject. The book was purchased for the average reader--there's little challenge for the gifted. The burden is still on the teacher to provide for these kids. The teacher is really worse off! With multi-texts, I could diversify. In discussion, all students could contribute to the discussion. This fall a parent called and said, 'My kid is bright, but he's got the same text as the dumb kids.'"

The parents were happy last Spring but are they now and will they be? The teacher has to level the textbook. My bias is--as a teacher, I wouldn't want to have one textbook and 85 kids a day. We need more variety and ways.

Students Speak

1. "It's better than last year's stuff."
2. "Last year the books were poor--they had little facts. I didn't like this. This year's has more."
3. "Last year we couldn't take the book home. I like being able to take it home. I do take it home now and read it at night." This year's textbook is harder--the facts are harder--the print is smaller. Before, every day we had notes on the board but now we don't have to worry about that--we can use the text."
4. "Last year we had no assigned book. We went from one book to another. If we were on Pearl Harbor--one book--if we had a report--we'd go to another book--we had to report on things. There were many books in the room and we bounced around. It was all up to us. Most of the books were not on the same level--she was up and down. In the fourth grade I read a high school book--it was more challenging. It had clues. I think we should have books on our own level and others over our level available for us in the room."
5. I like a book you can take home cause if I can't finish it in class, I can take it home. If there's an understanding problem, the teacher isn't always available. Parents can help, though, if a word or sentence is a problem.
6. "This year is different--it's harder. Last year the teacher gave us worksheets. I like the book, having one. Last year we had folders to hold the things the teacher ran off for us. But they came apart. And we had no maps."

A Comment on the Parent Questionnaire:

"She didn't have a textbook last year. I never saw last year's text."

On the parent questionnaire one of the questions asked was "How satisfied are you with your child's Social Studies textbook situation compared to last year's (material)? Choosing their answers on a scale of 1 to 5 (Very to Not at All) parents answered as follows (given in percentages):

Edison: Of 17 replies, 71% responded with a 1 or 2 rating (Very or Somewhat); 6% replied with a 3 (Sort Of) and 23% responded NA (non-applicable.

Jefferson: Of 16 replies, 56% responded with a 1 or 2 rating; 6% responded with a 3 rating, 25% responded with a 4 or 5 rating (not very much or not at all) and 12% responded NA.

Westview: Of 9 replies, 44% responded with a 1 or 2 rating; 33% responded with a 3 rating, no one responded with a 4 or 5 rating, and 22% responded NA.

Observation

In all classrooms observed, teachers read the teacher's manual part of the new textbook every free minute they had while the class was busy reading silently or working independently.

The evidence indicated that teachers were happy with the single, basic textbook approach as were students. Parents for the most were, too. Learning coordinators seemed to have mixed feelings and appeared rather cautious or negative. Administrators appeared enthusiastic for academic and economic reasons.

Macmillan Social Studies (from the front of the teacher's edition)

American Neighbors

Prudence Cutright Loyal Durand, Jr.

Motivation, organization, and reinforcement start in the Pupil Edition

- Lively, clear writing with easily-identified concepts provides for motivated reading of material.
- Organization is by unit, chapter, and section.
- Unit Introductions preview unit material, highlight new vocabulary, ask motivating questions, display content maps, and from Level 5 on, show time lines for geographic and historical perspective.
- DO YOU KNOW questions throughout unit initiate independent recall of facts.
- TO HELP YOU LEARN activities at chapter ends, and at unit conclusions stress thinking and performing skills.
- Solid history and geography are combined with activities suggestions to show the relevance of these basics.

THESE ACTIVITIES INCLUDE

- Vocabulary Games
- Finding the Facts
- Things to Talk About
- Learning From Maps
- Interesting Things To Do
- Making Geography Real
- Making History Real

THE TEACHER's EDITION

On-page reminders of discussion points allow for strong presentation of important facts and concepts.

Overall unit discussion is concentrated in the back of the Teacher's Edition to provide clear presentation of primary objectives. Chapter by chapter notes detail these objectives.

OPTIONAL MATERIALS

Write-in workbooks for Levels 3-7 provide additional skills practice and review.

Testing materials for Levels 3-7 are available on spirit masters as well as in the Teacher's Edition.

In American Neighbors map projections and the use of longitude and latitude are reviewed. The use of a map index is taught. Also stressed is the relationship between population and physical factors such as climate and relief.

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American Neighbors Acceptability

Jefferson, Edison, and Westview are all different realities. The American Neighbors textbook and workbook are also different realities. What this section describes is what people think of the textbook--workbook realities, that is, what students, teachers and parents perceive the Social Studies materials to be. Literary works are often the object of fierce debates rather than answers to questions posed by a homogenous horizon of expectations according to literary critics. This can be true for textbooks and workbooks too. What were the horizons of expectations for students, teachers and parents for the new textbook? Is the textbook chosen by the Social Studies Textbook Committee acceptable? This issue was studied by using metaphors produced by students and teachers; student and teacher interviews; teacher and parent questionnaires; attitude scales given to students and teachers; student letters written to the textbook publishers and authors; and classroom observation. First, the metaphor-simile task.

My Social Studies Textbook is like . . . Both of them are . . . .

Jefferson Students

1. My Social Studies textbook is like a videogame; both keep you wondering what's next until you get to know it well.
2. . . . an orchestra: both are somewhat boring, sometimes surprising, usually interesting.
3. . . . a chalkboard: both are full of questions and sometimes answers.
4. . . . a brain: both carry useful information.
5. . . . an egg: both are hard to crack at first, but then easy.
6. . . . an old lecture: both are pretty boring.
7. . . . climbing a mountain: both are hard to do and boring.
8. . . . a vacation: both sweep you into another place full of interesting facts and are colorful.
9. . . . a soccer game: both are sometimes enjoyable, sometimes not.
10. . . . a mother and father: both always tell me how to do stuff.
11. . . . a teacher: both teach good and make you smarter.

Edison Students

1. My Social Studies textbook is like a box: both are full of surprises and excitement.
2. . . . an ocean: both go on forever when you're waiting for excitement.
3. . . . a computer: both are full of facts.
4. . . . a new bike: both are good and useful.
5. . . . a brush: both are used regularly.
6. . . . a puzzle: both are impossible to understand.
7. . . . braces: both are horrible
8. . . . a comb: both can be lived without, but they are nice to have.
9. . . . a twinkee: both have something good inside.
10. . . . time machine: both go back in time.

Westview Students

1. My Social Studies Textbook is like going to a party: both are fun to do.
2. . . . wise men: both tell about things.
3. . . . a teacher: both are good and interesting.
4. . . . library: both have a lot of information.
5. . . . a desert: both are dull and boring.

Teachers

1. My Social Studies textbook is like a trip around the world: both tell me about people; land, climate, and what is happening in the world.
2. . . . an old friend.

These are examples of metaphors written by students and teachers. The student metaphors were classified as positive or negative for each Social Studies class in both schools. When a metaphor was neutral, it was classified as positive. The results are as follows:

	% Positive	% Negative
Jefferson Social Studies Class 1	56	44
Jefferson Social Studies Class 3	50	50
Edison Social Studies Class 1	83	17
Edison Social Studies Class 3	60	40

The average for Jefferson was 53% positive 47% negative while for Edison it was an average of 71.5% positive and 28.5% negative. In each class there an average of 5 responses that were not metaphors or left blank. It is

interesting that so many students were able to express their feelings about their Social Studies textbook experiences by writing such appropriate metaphors. There are differences between schools and within schools according to the metaphor measure. Several factors might account for this. When the metaphor task was given, Jefferson had just been introduced to the textbook about five days earlier while Edison had been using the textbook much longer and was past the introductory map skills part and into the explorers section. The map skills introduction is not people oriented, has embedded questions, and has a different writing style than the explorer section. The metaphor indicates that the textbook is acceptable for more than half the students in both schools. The percentages might have been very different for either or both schools had they been asked to write metaphors on a different day, month or semester. It would be a worthwhile project to give the same task toward the end of the school year and compare the results with these. In order to validate these findings other ways were used to see if students and teachers perceived the textbook as acceptable.

Students from all three schools, three students from each Social Studies class, were interviewed and asked, "Tell me about your social Studies textbook. What is it like to use it?" Students were picked randomly from a list of boys' names and girls' names. The group included white, black, Iranian and Thai students; some were average, some above average, and some below average in Social Studies ability. Their socio-economic status varied also. Their comments, based on their experiences with the textbook, give insights as to their perceptions of the textbook and its acceptability.

Experiencing American Neighbors

(By a Below Average White Boy Student at Jefferson)

"It's difficult. It's like you have a job to do and really have to do it. It's like a newspaper, too--a page with bunches of words and some pictures.

It's like a wall with cracks. My wall at home is white with cracks on it like words and letters. I do like reading it. I like the pictures and some of the words. I like words most of all. When I'm at home I read books and in my room the wall becomes a page in my textbook and the other wall is pictures. I imagine it is the workbook. After I read the words on the wall, I write it down on paper and draw pictures. I want to read my Social Studies book. When I grow up, I want to be a scientist. Yesterday I had 16 pages to read, and I read them all. When there are words I don't know, I call Mom."

(By a Below Average Black Girl at Edison)

"It's like you're doing hard, older kids' books. It makes me feel grown up. It's educated--it's also hard. What makes it hard is the maps--like Canada's history and how many miles stuff. I use it to study for tests. When I study, I read it and read it over and let my mother ask me questions. My mother reads it first. I like the book--it's well-educated, and I learn a lot from it."

(By a Below Average Thai Girl at Westview with English Language Problems)

"The book helps me know lots of stuff about countries I haven't been to. I don't understand the book as well as the teacher--I have reading problems. When I have problems I ask my friends or the teacher. Sometimes I skip words--if it doesn't make sense, I ask. The book this year is better--the letters are smaller, the words are harder. Sometimes Social Studies is boring for me. If I have 10 pages, and I read on my own, it's boring. Reading outloud is better. If I read outloud I don't understand as much, but I like reading outloud."

(By a Composite of Average Students at All Schools)

"It's kinda fun--we get to see what things were like back in the old days and about the provinces of Canada and Mexico. It's kind of interesting--

we learn things we never knew before, but sometimes it's boring because some stuff I already know, like the explorers. It's not like our reading book--that's my favorite--but we do get information. Sometimes it's confusing when the diagram doesn't tell you what it is. You have a question in the text and it asks "What area" and you don't know which one to look at. The other questions are hard if you haven't paid attention when you read or in class and easy if you have. In spite of its being boring sometimes, I read it and can understand it. I think the reading part in this book is better. My grades are getting better--it seems better when you like the book. Then you get better grades. I think I can understand. Last year I couldn't understand. I really like the pictures and it's got me interested in history."

(By an Above-Average White Girl Student from Jefferson)

"It has a lot of facts. In one way it's good--you get all kinds of things from it; in another way it's bad cause it's all piled on to you at once. It has exercises for you to do--questions--and that's good. Some kids might sink down in the chair because they have to read a chapter. It's a lot of work at once. At first we didn't have a text. Now we get a lot of pages at once. I run--it's making me run. Definitely. I really have to push myself to read. I don't really want to do it, but in the end after I read and do the questions, I feel good."

(By an Above-Average Black Boy Student at Edison)

"Well, it's an interesting book. It has old and new things. The old are better--the things way in the past--before Columbus. I like the facts that tell, because some of the things I didn't know, like the locks in water in Panama. I learned about longitude and latitude. I like it. The book is neat."

Eighteen students were interviewed, six from each school--Jefferson, Edison and Westview. The students comments were classified as being positive,

negative or mixed concerning the textbook. At Jefferson four students had positive comments and two had mixed comments, at Edison two students had positive remarks, one had mixed remarks, and three had negative remarks about the textbook. At Westview all six students had positive remarks about the book. Twelve of the eighteen students (67%) perceived the book as very acceptable, three students (16.5%) had mixed feelings about the book and would no doubt give it a qualified acceptable rating, and three students (16.5%) perceived it as unacceptable. The average of the metaphor positive responses for Jefferson and Edison combined was 64% positive, thus these two sources of data seem to be in agreement as to acceptability.

All students in the classes studied at Jefferson and Edison and about half the class at Westview rated the textbook on a list of twenty adjectives using a five point scale. Collapsing the (1) Very, (2) Pretty Much categories (3)Sort of and the (4) Not Very, (5) Not at All categories into a three point scale and then averaging Jefferson and Edison responses gives these results: More than 60% of the students said the textbook <u>was</u> important: important (81.5%); packed-full (69%); helpful (76.5%) clear (62%) informational (76%); useful (70%); valuable (66%); successful (62%). More than 60% said the book was <u>not</u> weak (73%); worthless (71%); incomplete (74%); ignorant (78%).

Students did not agree as well about whether the text was friendly, interesting, difficult, considerate, pleasant, and confusing. But at least 50% said the text was interesting (50%) and was not unfriendly (59%); unpleasant (60%); or loose (53%). Fewer than 50% agreed about whether the book was difficult [1 or 2 = 36%; 3 = 28%; 4 or 5 = 36%]; confusing [1 or 2 = 36%; 3 = 22%; 4 or 5 = 41%]; considerate [1 or 2 = 49%; 3 = 39%; 4 or 5 = 12%]. The 3 rating was used most frequently for the adjectives <u>considerate</u> (39%); <u>clear</u> (31%); <u>loose</u> (31%); <u>difficult</u> (28%); and <u>successful</u> (25%). The 1 or 2 rating was used most frequently for the adjectives <u>important</u> (81.5%);

helpful (76.5%); informational (76.%). The 4 or 5 rating was given most frequently for the adjectives weak (73%); worthless (71%); incomplete (74%); and ignorant (78%). If all the percentages are averaged for the positive negatives the result is 66%, which agrees with the metaphor and student interview results.

Another attitude measure using behavioral situation was given to all the students in the three schools. The students indicated whether it was "Very Unlike Me" or "Very Like Me" on a five point scale. Among the twenty situational questions asked were these six:

1. If your parents ask you which textbook is easiest for you to read and understand, you would answer, "My Social Studies textbook."
   35% positive 35% negative 30% uncertain
2. You are waiting for Home Room to end and find yourself leafing through your Social Studies textbook.
   14% positive 59% negative 27% uncertain
3. You are tired of reading your library book, so you start to page through your Social Studies book.
   11% positive 80% negative 9% uncertain
4. You choose to read pages in the Social Studies book that were not assigned fairly regularly.
   27% positive 61% negative 9% uncertain
5. You have just finished reading your Social Studies textbook assignment and you begin immediately to do the textbook assignment or workbook assignment very sure you can now do the assignment without any trouble.
   64% positive 16% negative 20% uncertain
6. When someone asks you which textbook is your favorite you would answer, "My Social Studies textbook."
   4% positive 80% negative 4% uncertain

The results of this behavioral measure do not agree with the other attitude measure, the metaphor task, or the student interviews. Students were not positive

in their responses except for saying that once the textbook was read and understood they could do the assignment without any trouble. There seems to be a difference between what students say about the textbook and what they would do or say about it in a real situation.

Further evidence and insights as to students' perceptions of the textbook were sought by having all students at Edison and half the students at Westview write two letters to the publishers and authors of the textbook in their language Arts classes. For the first letter (unstructured) they were told to tell the publishers how they felt about the textbook. No other instructions were given. For the second letter (structured) they were to give information for the textbook authors in a finish-the-sentence type of letter format. The information asked for included their overall impression of the textbook, what they liked about it and didn't like about it, along with reasons and examples. The students in the classes studied at Jefferson and Edison as well as students at Westview wrote the structured finish-the-sentence letters. Eighty eight unstructured letters and approximately 100 structured letters were collected.

Dear Publisher

The following letters are unedited examples of the unstructured opinion letters to the textbook publishers.

1. Dear company;

   Your Social Studys book is pritty exceptable. Except it is very boring at first. As I look though it it seems that it gets more interesting.

   Signed _____

2. Dear publishers:

   If! i was a teacher i would love the book but im not so it is ok. I like the pictures in it it needs more.

   Sincerely _____

3. Dear Sirs:

The textbooks you have published for social studies are very nice, and I think you should keep them in the schools, but the workbooks sometimes don't really say what they are asking for. I feel you should improve your workbooks, otherwise everything is fine.

Yours truly _____

4. Gentlemen

I think your reading books for Social studies are complicated in some areas, and childish in others. It doesn't cover certain areas I was looking forward to reading. I want to know about Eskimos and more about the Panama locks.

Yours truly _____

5. Dear Gentlemen:

I'm writing about our American Neighbors social studies book. I don't like it because the textbook says too much. Like this one chapter said stuff like "Now were in our plane watching the mountains fade in the mist." Who cares about being in a plane and watching mountains fade in the mist. I go to social studies to learn social studies not being in a plane and watching the mountains fade in the mist. Well, I think I've said enough. please write back your replies.

Your friend _____

6. Dear Sir:

Sometimes the book is to hard for me. Sometimes the book is easy. The book some of the time is interesting. I think I might like the book for the rest of the year.

Sinsearly, _____

7. Dear Sirs:

Your social studies textbook entitled American Neighbors is a fairly good book. you learn something new everytime you read it.

If I were giving it a grade on how it was written, it would be a B-. It could use more information, though.

Sincerely, _____

8. Dear people;

I like your book because it has a lot of good stuff in it--It may be a little on the uneasy side. But it is and can be a lot of fun too. I see people just miss treating it in lots of ways. I think you should put fun advease in the teachers adishin. I realy like it very much.

Thank you; _____

9. Dear Publisher,

I am currently using one of your social studies books. I was asked to write and give you hints on the book and feelings.

I think the books are neat. It is something new for me. But I think they could have more modern events. I mean we all know that traditional stuff we've learned since the second grade.

I really like your books. So I just thought I'd share my ideas with you.

Sincerly, _____

10. Dear publishers:

I use one of your textbooks for social studies called Our American Neighbors. I would like to share with you my feelings about your book in hopes to improve it.

I feel your book is too easy, so far. I read the questions before reading the pages assigned. Many times I was able to answer most of the questions without even reading. I also think that the print is too big. You could save a lot more paper and ink than now, if the print is smaller; but I understand some people can't read small print.

I like it, though, that you have many pictures and charts. But it would be helpful if there was more charts to explain.

I certainly hope that some of my ideas will be used in future editions by the time my younger friends reach sixth grade.

Sincerely, _____

In all of the 88 letters the students made a total of 124 comments about the textbook that can be considered positive and 73 that were negative. It turns out that 63% of the 197 total evaluative comments concerning the textbook were positive. This percentage coincides with the metaphor (67% positive), student interviews (67% positive), and textbook qualities rating (66% positive) results.

Dear Authors

The structured letters to the authors of the Social Studies textbook, Prudence Cutright and Loyal Durand, Jr., was yet another attempt to get at students' perceptions of the textbook. By having them write to the authors, (specific people with names), promising them the letters would be actually sent, and giving the task as a Language Arts Assignment, it was hoped that students would be better motivated to express themselves. Having the letters partly written, and structured was an attempt to get more information from all students, especially the students who find writing a problem, and an attempt to get the same kinds of information: their overall perception of the book; their reason for wanting the authors to know how they felt about the book; two examples of what they liked, with reasons and examples; two examples of what they didn't like, with reasons and examples; two suggestions for improving it with reasons; and an additional summarizing perception as a check on the first overall perception. Students' from all three schools wrote these letters. Eight letters representing all three schools have been chosen to exemplify what students had to say.

I am a sixth grade student at Jefferson Middle school in Champaign, Illinois. I am writing to you to tell you how I feel about the Social Studies textbook you wrote called American Neighbors. I feel that your book is just what we needed. I want you to know how I feel about your book because it makes me learn and study more.

There are several things I like about your book. One thing I like is that once you start reading something, it gets more and more interesting. My reason for saying this is that, there is a lot of interesting facts in our books. An example of this is on page M-8 where you can learn more about growing seasons, agriculture and Natural Regions. Another thing I like is that you can really study, work harder and be someone because you may want to be a teacher. An example is on page M-10 where this page shows you population and transportation in Canada.

There are also some things I don't like about your book. The first thing that really bothers me is that nothing really bothers me. A lot of people don't like it because it makes them work. I feel this way because the book makes you learn. An example is on page ____ where _____

_____.

The second thing that bothers me is that you have too many chapters in the book. The reason it bothers me is that we have a little too much homework that's the only thing that bothers me! An example of this is on page _____ where _____

I have some suggestions for you when you write your next Social Studies textbook. I think you should not put so many chapters in it. because_____

_____

If I were writing the textbook I would do just as you did, not so many chapters though. because _____

_____.

All in all, I think your book is just great. You really worked hard.

Thank you for taking time to read my letter.

Sincerely yours,

I am a sixth grade student at Jefferson Middle school in Champaign, Illinois. I am writing to you to tell you how I feel about the Social Studies textbook you wrote called American Neighbors. I feel that your book is allright I guess, not the best. I want you to know how I feel about your book because you will know how to write your next book.

There are several things I like about your book. One thing I like is that it tells about the early American explorers. My reason for saying this is that we study them a lot. An example of this is on page 19 where Columbus is told about. Another thing I like is that it tells about their routs. because we have to study them too. An example is on page 17 where it tells about Trade Routes to the East.

There are also some things I don't like about your book. The first thing that really bothers me is that it has to many questions that we have to answer. I feel this way because the class and I have to answer every one of them. An example is on page M-16 where they ask about Mexico. The second thing that bothers me is that _____

_____.

The reason it bothers me is that I can't think of anything. An example of this is on page _____ where _____

_____

I have some suggestions for you when you write your next Social Studies textbook. I think you should write less questions. because there're too many of them. If I were writing the textbook I would write less questions. because I know what other students go through. All in all, I think your book is pretty good after all.

Thank you for taking time to read my letter.

Sincerely yours,

I am a sixth grade student at Westview school in Champaign, Illinois. I am writing to you to tell you how I feel about the Social Studies textbook you wrote called American Neighbors. I feel that your book is very interesting. I want you to know how I feel about your book because your book makes popole lean more about another country.

There are several things I like about your book. One thing I like is that the picture are good and clar. My reason for saying this is that because I like art. An example of this is on page 181 where you can see all different kind of people. Another thing I like is that they show how peope use to live before. because we need to know thes. An example is on page 185 where you can see how Indian dance

There are also some things I don't like about your book. The first thing that really bothers me is that some of the words are really hard. I feel this way because I guss I'm not a very good reader. An example is on page 222 where there is one p. that have hard word. The second thing that bothers me is that you make the letter smaller and than you'll have to read more. The reason it bothers me is that I used to read a bigger letter. An example of this is on page 225 where there is no picture on it than you have to read only.

I have some suggestions for you when you write your next Social Studies textbook. I think you should print some more picture to it because when you can't read some word still you can understand by just looking at it. If I were writing the textbook I would make it more easyer to read because some of popel frome another country don't know becaus some word are too hard. All in all, I think your book is wonderful.

Thank you for taking time to read my letter.

Sincerely yours,

I am a sixth grade student at Jefferson Middle school in Champaign, Illinois. I am writing to you to tell you how I feel about the Social Studies textbook you wrote called American Neighbors. I feel that your book is an understandable book. I want you to know how I feel about your book because I think many people should use your book.

There are several things I like about your book. One thing I like is that it is an up to date on facts about lands. My reason for saying this is that I did a report and it had a lot of information. An example of this is on page 391 where chapter 10 on Brazil. Another thing I like is that its very easy to understand because its writing is very clear. An example is on page 409 where in chapter 10.

There are also some things I don't like about your book. The first thing that really bothers me is that it has a lot of things that are two detailed. I feel this way because my report was very detailed. An example is on page 189 where in the book in chapter 5. The second thing that bothers me is that it said Brazil in Modern Times and 2 pages is about its King. The reason it bothers me is that the title fits a different subject. An example of this is on page 391 where in chapter 10.

I have some suggestions foryou when you write your next Social Studies textbook. I think you should to put a little more vocabulary in it because I know all about meridians and things. If I were writing the textbook I would let them know a lot about a country but summerized because the chapters ~~am~~ very long. All in all, I think your book is very nice.

Thank you for taking time to read my letter.

Sincerely yours,

I am a sixth grade student at Edison Middle school in Champaign, Illinois. I am writing to you to tell you how I feel about the Social Studies textbook you wrote called American Neighbors. I feel that your book is too easy for sixth graders. I want you to know how I feel about your book because I believe a new book should be published.

There are several things I like about your book. One thing I like is that the pictures are absilutely magnificent. My reason for saying this is that I appertiate good photos. An example of this is on page 14 where There is a fantastic picture of Niagera Falls. Another thing I like is that it has many maps because I like maps. An example is on page n-15 where there is a colorful map of population per square mile.

There are also some things I don't like about your book. The first thing that really bothers me is that some of the information in this book I learned last year. I feel this way because learning the same thing over and over again is boring. An example is on page 19 where there is the same info. about Columbus we learned last year. The second thing that bothers me is that _____
The reason it bothers me is that _____
An example of this is on page _____ where _____

I have some suggestions for you when you write your next Social Studies textbook. I think you should make it a bit harder because perhaps we will learn more if the books are more difficult. If I were writing the textbook I would put in harder information because it will interest the students more. All in all, I think your book is better than the learning equipment we had last year.

Thank you for taking time to read my letter.

Sincerely yours,

I am a sixth grade student at Jefferson middle school in Champaign, Illinois. I am writing to you to tell you how I feel about the Social Studies textbook you wrote called American Neighbors. I feel that your book Helps me learn alot. I want you to know how I feel about your book because because I feel obligated too.

There are several things I like about your book. One thing I like is that It has definitions of a word in the same paragraph. My reason for saying this is that I like that quality. An example of this is on page M-1 where the word projection is defined. Another thing I like is that it has maps because I like to use them. An example is on page M-1 where they show the polar regions.

There are also some things I don't like about your book. The first thing that really bothers me is that It's boring. I feel this way because It isn't any fun to read. An example is on page 2 where It goes on and on about the same subject. The second thing that bothers me is that Some of the maps you need aren't there. The reason it bothers me is that when I'm trying to find an answer I can't find the map. An example of this is on page M-54 where they ask the what kind of crops are grown in there.

I have some suggestions for you when you write your next Social Studies textbook. I think you should add a little bit of life too it because It's too boring. If I were writing the textbook I would make It interesting too read because I won't want want students too be bored. All in all, I think your book is prettgood.

Thank you for taking time to read my letter.

Sincerely yours,

I am a sixth grade student at Westview school in Champaign, Illinois. I am writing to you to tell you how I feel about the Social Studies textbook you wrote called American Neighbors. I feel that your book is very interesting. I want you to know how I feel about your book because its not enough pictures.

There are several things I like about your book. One thing I like is that The captions are great. My reason for saying this is that I like captions a alot. An example of this is on page 138 where they talk about new fouldland. Another thing I like is that the maps, you have. because you I like to look at maps. An example is on page 141 where they show Canda.

There are also some things I don't like about your book. The first thing that really bothers me is that the facts are not cealr. I feel this way because I got mix up on a page. An example is on page 198 where they talk about the Inncas. The second thing that bothers me is that its too small. The reason it bothers me is that I would like to learn more. An example of this is on page _____ where the hole book.

I have some suggestions for you when you write your next Social Studies textbook. I think you should have bere questions. because I like work some times. If I were writing the textbook I would have good art, captions, maps, and Inf. because I belvie children should have a good education. All in all, I think your book is pretty good.

Thank you for taking time to read my letter.

Sincerely yours,

I am a sixth grade student at Edison school in Champaign, Illinois. I am writing to you to tell you how I feel about the Social Studies textbook you wrote called American Neighbors. I feel that your book is boring and below grade level. I want you to know how I feel about your book because it's too easy and so you can make the book harder.

There are several things I like about your book. One thing I like is that you have good maps. My reason for saying this is that when I look on a map, if the thing I need isn't on the map, it's on one in some other part of the book. An example of this is on page _____ where _____

_____

Another thing I like is that it has smooth reading. because when I read I usually don't have to go over a sentece again because I don't understand it. An example is on page _____ where _____

_____

There are also some things I don't like about your book. The first thing that really bothers me is that it is boring. I feel this way because I can't dig deep enough in the book so I can keep the idea in my head. An example is on page _____ where _____

_____

The second thing that bothers me is that it's too easy. The reason it bothers me is that it's no fun reading it and I don't get too much out of it. An example of this is on page _____ where _____

_____

I have some suggestions for you when you write your next Social Studies textbook. I think you should make it harder by packing more into it and make the reading level higher because it is no fun reading something like a 1st. grade level. If I were writing the textbook I would change the 6th 7th and 8th grade book so they don't all cover the same material. because it gets boring reading stuff we had in 1st. and 2cd. grade. All in all, I think your book is too easy and very boring.

Thank you for taking time to read my letter.

Sincerely yours,

Of the 65 unstructured letters written at Edison, 66% of the overall feelings about the textbook were positive while at Jefferson, 92% of the overall feelings were positive for the 26 letters written. The average for the two schools was 78% positive overall feelings about the textbook. The Westview letters were also very positive in their overall appraisal of the book.

When all of the positive remarks are categorized, counted, and summarized, it appears that most of the positive remarks referred to the colored pictures and maps (21%) and informativeness (20%). Many positive remarks concerned understandability (14%) and interestingness (14%). The rest of the positive remarks concerned learning aids such as glossary, index, review questions; up - to-dateness, details, content, appearance, written style, fun activities, size, significance and usefulness.

Most of the negative remarks concerned the book's being confusing, difficult, or complicated (26%); below sixth grade level (19%); uninteresting (18%); and lacking details or information (18%). Frequently mentioned also were negative remarks about learning aids (11%); and repetitive information (8%); other negative remarks had to do with the amount of work to do; subject matter; up-to-dateness; inaccuracy; inessential or irrelevant details; maps and pictures; topic variety; and appearance.

Most of the positive remarks in the structured letters dealt with the pictures and maps (26%); informativeness (18%); understandability (18%); interestingness (11%); style of writing (11%); and content (10%); also mentioned were organization; subject variety; aids; aesthetics; newness; and up-to-dateness.

The most frequently mentioned negative remarks concerned the book's being uninteresting (16%); confusing (12%); too easy (12%); having question

problems (12%); inappropriate or lack of information (12%); and repetitive information (10%). Three fourths of the negative remarks dealt with these areas and the remaining ones mentioned print size, length, aids, vocabulary, demandingness, activities, aesthetics, style, and picture-prose proportion. The improvements suggested most often were to make the book more interesting (12%); more detailed (12%); more challenging and difficult (12%); better written stylistically (12%); include more and better activities (11%); and fewer and better questions (11%); other suggestions related to length, accuracy, pictures, maps, and charts, clearness, subject matter, student feedback, topic variety, up-to-dateness, new information, and easiness.

It appears that the sixth grade students are very consistent in their perceptions of their textbook, no matter how one goes about getting at those perceptions. It is clear from these data that for the majority of students the textbook is acceptable but in need of some improvements. The classroom observations also bore out these findings, even for less able and learning disabled students.

Natasha and the Textbook

Natasha is considered developmentally disabled. She goes to the Social Studies classroom, but also works with the Developmental teacher on assignments in addition to the regular classroom teacher. For Natasha, Social Studies is a difficult subject.

November 17: Natasha is given the new Social Studies textbook along with the rest of the students.

November 18: Time for Silent Sustained Reading--all 21 students are expected to read something--library book, paperback, magazine, or textbook. Natasha sits reading the new Social Studies textbook. Fifteen minutes elapse. Natasha goes to the teacher's desk and talks aggresively

and loudly. She sits down again in her desk, stares at her desk, puts one arm straight up in the air, lowers it suddenly. She doesn't read. Some of her classmates are writing--six of them; some are reading the new Social Studies textbook--5 of them. The rest read other materials. Ten minutes later Natasha sleeps--head on arms. She finally sits up, turns around and watches John read the Social Studies book. Natasha reads her Social Studies text, engrossed. The class ends.

December 2: The assignment is to use the textbook, to do page 1 in the workbook. Ten minutes into class Natasha sits with her textbook closed doing nothing. Twenty minutes into the class Natasha is reading the textbook but she's reading the wrong part of the book! She reads until class is over, engrossed.

December 4: Natasha and her classmates have an assignment in the Social Studies textbook: "I am assigning each of you to a group--5 in a group with a leader. Each group will be responsible for covering two units of the text and making an oral presentation to the class summarizing them--three minutes for each student. That way the whole class and the teacher will get an overview of the whole book. The leader in each group assigns a certain section to each group member. Each student makes an outline to hand in, writes up a summary of the assigned section. Each group also does a project such as a map, or worksheet. Natasha is in Group 2, assigned Unit 3 and Unit 4. The leader assigns Natasha the section "How Canada is Governed." In Unit 3 and "Land and Climate of British Columbia" in Unit 4.

Question -- How will Natasha cope with this? What will happen on Presentation Day?

December 5: Natasha goes to the Developmental teacher for help.

December 10: Presentation day. Natasha's group is second--Natasha is the fourth presenter in her group. Her turn comes. She stands, holding a paper with information. She reads in a strong, self-assured manner about Canada's government.

It is short, but she performs. Her group begins Unit 4 and Natasha's turn comes once more. She begins, haltingly to read from the paper about British Columbia. She has problems pronouncing Washington. The girl next to her helps her out, she continues--"British Columbia has mild winters and cool summers." Her presentation is over and she sits down relieved, but calm and satisfied. A successfull experience with American Neighbors (with a little help).

Teacher Perceptions of Student Perceptions

What do teachers think that students think about the acceptability of American Neighbors?

-- "The text is very acceptable for the majority of the students."

--"It is acceptable. It is a security blanket for them"

--"They enjoy it."

--"To 20 of my 25 students, the textbook is acceptable. Five have difficulty with reading, yet they do like the text."

Of the seventh grade Social Studies textbook?

--"These books are very acceptable to the students. Students feel that the information is somewhat difficult, but that they can find correct answers if they apply themselves."

Of the eighth grade Social Studies textbook?

--They enjoy it."

Teacher Acceptability? (Interview Answers)

A Teacher: "The book seems adequate."--"It appears to take a decent approach."--"It's a reasonably sixth grade oriented text"--"I haven't looked ahead yet to see if it equates the revolution in Latin America to the revolution in the United States--the comparison--the comparison of Bolivia to our leaders."

A Principal: "From what I've heard, the feedback about the textbook has been positive."

A Teacher: (to class) "I have not been this book. I only got the book a week ago and havgn't had time to go through it, but I guarantee I'll stay ahead of you."

A Teacher: 'We had an inservice for the book--a one day inservice--well--a representative came from the company and took this book briefly--15 minutes--he took one chapter and talked about how the words are defined in the text. I asked about something. The workbook tells where to go to in the text, but the text doesn't say where to look in the workbook for reinforcement. When the representative came, school was already in session. The teachers didn't have any textbooks--the company had them on back order, and we didn't get the new books until just before second quarter. Now I've got to search my way through this Social Studies text. It was the same thing with Nystrom--I'd never seen that map skills program before."

Teacher A and teacher B rated the textbook on the same twenty qualities that the students used.

		Very	Pretty much	Sort of	Not very	Not at all
		1	2	3	4	5
1.	important	A	B			
2.	packed-full	A	B			
3.	unfriendly		A		B	
4.	weak		A		B	
5.	helpful	A	B			
6.	interesting	A	B			
7.	worthless	A				B
8.	clear		AB			
9.	informational		AB			
10.	difficult		A		B	
11.	useful	A	B			
12.	incomplete	A			B	
13.	considerate	A	B			
14.	unpleasant		A		B	
15.	confusing	A			B	
16.	valuable	A	B			
17.	successful	A	B			
18.	ignorant					AB
19.	loose				B	A
20.	old learnings		B	A		

Teacher B was "pretty much" positive right down the list about the textbook but teacher A had mixed feelings, giving 12 positive ratings and 2 negative ratings and one neutral rating. Teacher A felt the textbook was unfriendly, weak, worthless, difficult, incomplete, unpleasant, and confusing. At the same time Teacher A thought the textbook was important, packed full, helpful, interesting clear, informational, useful, considerate, valuable, successful, not ignorant nor loose and "so-so" as far as old learnings. There seems to be quite a bit of inconsistency and ambivalence in Teacher A's perceptions of the textbook.

Teachers A and B agreed on half of the qualities and seemed to agree with the students' ratings in these areas. Teacher B was much more positive about the textbook than Teacher A; however, Teacher A's ratings were 60% positive, which seems to coincide with the students' ratings.

Teacher C says, "I'm pleased with it. It is heavier on history than it needs to be--the students need a background, but not this much detail. The unit test asks trivia like, "Who is a leading poet of Canada?" It is too difficult for students below reading level. Five students are in a 5th grade basal. For those five, I could never say, Read the next four to five pages" unless a parent reads with them, one on one. There is so much less on Canada than on South America. This class was more familiar with Canada--we had more resources to draw on how we're in Mexico, Central and South America and the students know almost nothing about them. They said, "Let's stay with Canada." Their attitude is not as positive now--there's little interest yet. Well--maybe the book is divided correctly. I would have noted for the textbook if I were on the textbook committee."

In general, then, it seems that both students and teachers perceive the textbook as acceptable but in need of some improvements.

Facts about Textbook Selection and Adoption and Teachers (Based on Interviews)

1. "There is a K-12 textbook committee. There is a five year plan in Unit 4 schools to divide all adoptions up. Last year the K-12 Social Studies textbook studied and made formal requests. Then they were brought before the Faculty Committee Board, the Administrative Board, and the Board of Education. The boards look at the document and read it silently and orally. Lots of attention is given to it by the Textbook Committee before this point."

2. "First there's a gross selection of Social Studies texts; then the EPIE model is applied to the remaining ones. It takes an hour--it's applied to the basic text and supplementary material as well. I'm fairly happy with EPIE--we had no selection process before--this one is better than none. Teachers resisted EPIE though."

3. "All 10 people on the Textbook Committee evaluate the texts using the EPIE model--it involves much work. There were many teacher complaints--there were no pre-conditions at first like course objectives, readability measures."

4. "Teachers should ask to be on the Text--Selection Committee. It's not an administrative decision."

5. Results from a Reading-to-Learn Questionnaire given to classroom teachers from all levels at the National College of Education, Evanston, Illinois indicated that Textbook Selection Committees did not ask for teacher input or provide evaluation guidelines. Teachers did not know what criteria were used to evaluate and select texts.

6. None of the sixth grade Social Studies teachers in Edison, Jefferson, or Westview were on the Social Studies Textbook Selection Committee. One teacher was on it briefly but resigned over course behavioral objective conflicts two years ago.

7. The textbook selected American Neighbors was not pilot tested first as far as the teachers knew.

III. Textbook Use Issues

The Role of the Textbook

(As the K-12 Social Studies Curriculum Committee sees it)

"Provide in-depth content and skills development. Organize objectives so that Western Hemisphere (except U. S.) is taught in 6th, as well as geography skills."

Date: February, 1981

Curriculum Committee: Social Studies

Textbook Needs Analysis Form			Priority Rating
1. Subject Area		Social Studies	3
2. Grade Level		6	
3. Curriculum Role		Basic	
4. Media Components	print:	Text Teachers's manual	
	audio	Cassette--applies especially to 6th grade geography skills	

Textbook Needs Analysis Form		Priority Rating
10. Focus of Instruction	Present concepts and principles Build skills Serve societal need or policy: equality for all groups Apply specific instructional approach: traditional thinking strategies Other: Geography Aspect: "Hands--on" approach and application	3
12. Learning Domain Emphasis	Primarily cognitive	2
22. Teacher's manual	Required May partially describe methodology	3
24. Teacher activities	Presenting Using mediating materials Testing	2

"We chose Macmillan because the purposes in sixth grade was an overview. Some teachers wanted an 'in-depth' textbook. The fourth grade chose scholastic. The fourth and sixth grade Social Studies texts greatly overlapped in the past and still do, but spiraling is desired. We looked for a text like American Neighbors as a review on maps. There are no texts written just for middle school. Some are available for sixth--you can find Elementary 1-6 Social Studies texts. But it's hard to find texts written just for seventh or eighth. They are usually listed 7-12 and are really high school texts with the sentences broken up to get a seventh (just barely) grade readability. The publishers divide Social Studies texts into two gross divisions--Elementary and Secondary. Nothing is written just for middle school students. We thought American Neighbors would work. It has examples, map skill review. It is more in line conceptually and more concrete. We also went to a workbook. We found great enthusiasm among teachers, students, and parents for the workbooks. The present workbook has a variety of activities--essay work, maps, not just recall. Social Studies

never had a workbook before. It can also help the teacher use the text. Teachers used to rely on oral presentation. It now helps them branch out. There's a place for workbooks, but teachers will rely on it more the first year. Next year they'll do things different."

As Administrators See It

1. "A text helps you keep direction.--A text should give answers in the text--At middle school they should give explicit answers. The Discovery Approach is good to a certain extent, but for one third of the kids it's a joke. Teachers don't prepare--don't have the materials for answers and the kids can't do it. They need to be explicit--they need a place to find answers. The reasoning method works only for a few. There isn't always time for discovery. We had Taba Inquiry, it was somewhat discover--it asks them 'why?' But there wasn't a lot of material kids could turn to find answers. Teachers didn't know how to use it. A few years ago we could use inservice--not now. Now we must have it all in the manual."
2. "We need a basic text in all subject areas serving as a core for a program.--Some teachers are for and some are against textbooks in general. Those against say they focus on what children need and are not bound to a text.--In going to Macmillan we are switching from an inductive approach to a non-inductive approach. Macmillan does not go into inquiry and discovery, but it has some thinking skills. A textbook can be partly inductive for the good students, but with a basic textbook, all students are given a foundation--a commonality. A textbook has unit tests so now there are tests in common--not like it used to be when teachers made up their own unit and made up their own tests. But with a basic textbook, its encumbant on the teacher to supplement--above and below. Textbookwriters don't extend material up and don't prepare for remedial students. Before, there wasn't so much pressure on teachers to use textbooks, but now there is. The problem is what to do

next. We need ways for teacher freedom, but we also need a foundation."

3. "The textbook should be a primary source for the teacher. The curriculum guide should be followed as closely and as much as there's time for. I can't say follow the book exactly--Social Studies has current events as a part of it--it's not like Math or Language Arts. Textbooks should be supplemented."
4. "Some Social Studies teachers don't use the textbook much--they use a lot of lecture and discussion."
5. The textbook is a center for direction--a guide--a source. It's different here now--there's a canned program here now. A Social Studies Curriculum Guide--a certain amount a teacher needs to cover.

As Teachers See It

"A textbook should be a primary source of new learning, but this text may not be a primary source. The kids have had the Explorers before--but they've never studied Canada as a country."

"I look on the role of the text in classroom as a source for discussion. But parents feel they should play a more important role. My students haven't used the text very much."

"Our Social Studies textbooks are old--there are many controversial, contemporary issues and problems they don't touch on--controversies like the racial struggle and questions considered sacred. Textbooks should bring hard subjects to the fore like the abortion debate. If the textbooks do include any of these issues, they don't handle them well. A futures book is needed--there is so much apathy on voting. I don't want this generation to be jerks when we have problems like the Clinton nuclear fallout and federal budget problems. I enhance the textbook."

"We need a textbook that is up-to-date with 'nice-to-have' materials purchased and available to use when we need them like films, (Utopian) and AV stuff--TV has made a watcher out of kids. But we can't overdo it. Kids are spellbound with movies--they remember movies seen two weeks ago. They don't remember as much with tapes and film strips on similar topics. I am lucky if I can get a movie--and if I do, I get it two weeks later when I'm off the unit."

"Another sixth grade Social Studies uses films and tapes. In Social Studies I teach them how to do reports. The first book reports my students did for Reading were bad--and the research reports for Social Studies too. I teach them how to make outlines and take notes. I make use of the ETV show Think About on Channel 12. It gets into Reasoning, Gathering Information, and Paraphrasing. It's taped. The first part of the year I worked on remediation. I had the students learn the continents and how to spell them, the oceans and their positions, and the states in our country and their positions on the map. The kids supposedly had learned all the states in fifth grade. I'll have a newspaper unit and break it down into Social Studies. I work from the children's needs. I'd follow the text for my higher level students, but I may digress for the lower level students--they may need to hear about social issues."

"The textbook has more information than we need. I'll leave out some. I believe in covering what the students can learn. I need a text to help my weak areas."

The role of the textbook in my instructional plans is: (Sixth grade Social Studies Teachers) (Based on a questionnaire.)

--"A guide in teaching the curriculum"
--"A building block for discussion"
--"Something to use when doing Canada and Latin America."
--"As a unit outline. I cover all the topics introduced in the text."

"The Social Studies textbook serves as a security blanket for both students and their parents."

(As Parents See It)

Question (on parent questionnaire): How often should your child's teacher rely on the Social Studies textbook in teaching Social Studies?

	Very	Pretty much	Somewhat	Not very	Not at all
	1	2	3	4	5
Edison (17 respondents)	5	8	4		
Jefferson (16 respondents)	7	6	3		
Westview (9 respondents)	3	4		1	(don't know) 1

(As Two Students See It)

1. "The role of the text? It depends on the teachers--some go with the text all the way, some just use it for themselves--they read it and tell us. It's important for the teacher for a guide. It is not all that important for kids. It's okay once in awhile--if read only once in awhile--for reference it's okay, for a baseline. My teacher uses the newspaper a lot--sometimes the text is used, now it is a little bit. My teacher goes off and explains it, talks about it. The text is a starting point, but we usually end up with a different subject."

2. "My teacher comes right out of the book--always. I can learn that way okay."

Apparently parents, administrators, and the Curriculum Committee feel that American Neighbors and Social Studies textbooks in general should play

a primary role in the classroom. The teachers and students aren't so sure. Most of them agree, but not all.

Textbook Use Dependencies

Another Vignette

It is almost the end of the school day, Friday, November 20. The sixth graders, 20 of them, struggle in to Social Studies class VI, Middle School, carrying their new bright pink textbooks and workbooks. They mill around, talking, eventually taking an assigned seat. After a few reminders to quiet down, spoken in a soft but firm voice by the young black teacher, they do. Then a minute of complete silence--a waiting. She begins to talk, in a stentorian, authoritative voice. "First of all, get everything off your desks except your textbook and workbook. Now open your workbook to the first page. If you had trouble with this page, raise your hand." Immediately 17 hands fly up. The teacher scans the room, her eyes finally setting on the small black boy in the last seat in row 1. The boys' hands lie on his desk, folded near the open workbook. "Robert, did you have any problems with this page?" "No," he answers softly. A pause. "I didn't do it." Eyes flashing, the teacher replies quickly, "That's why you didn't have any problems--you didn't read it.' She looks now over the class, left to right, pointing to the textbook she holds. "I believe I assigned this lesson in here first. I believe if you had read very very carefully, you would have seen that the map in the text is a duplicate of the one in the workbook, the same map as the one in the workbook. I don't believe you read very well. I don't think you read it at all. That's why you had problems. You should have noticed that the map on page M2 in your text here is the same map as the one you were to label in your workbook. On Wednesday I assigned M2-M3 for reading at home. We'll go over it together now and get the answers and discuss them. I won't hold

this workbook page against your grades--this time." Robert begins to read his textbook. "Melissa, read the first question."

(A College of Textbook Use Dependencies Based on All Data Sources)

"Parents didn't like not having a basic textbook."★"The books weren't here when school started."★"The text should be a primary source."★"The Behaviorial Disorder teacher goes to the classroom as a resource teacher."★"It depends on the individual teacher and the teacher was taught and now teachers."★"There's a canned program here now--a certain amount teachers need to cover."★"It depends on my teacher. My teacher gives lots of homework."★"This year the words are harder."★"My students can't read the textbook--I paraphrase it."★ "Last years' stuff was better--it was about Indian tribes."★"We tried to use multi-text--we had inservice, but it's hard to change a group of people used to lecturing and being at the head of the class."★"It's hard to find texts written just for middle school."★"This is a transition year."★"The workbook can also help the teacher use the text."★"Sixty percent of my students have had divorces, deaths, or a change and adjustment of some sort this year."★ "This class is such a mixture."★"Natasha, Linda, and Robert are LDs."★ "Some facts are outdated on Canada--I lived there and I know."★"It seems better when you like the book."★"This year the text is new, all new."★"Since this is her second language, it is very hard for her to comprehend."★"My textbook is like a rock: very hard."★ The ideal textbook for my child should be about history, geography, politics, economics, and religion."★"I don't like the questions within the text of the chapter in my child's book."★"An ideal, suitable Social Studies text for my child would be a Black History text."★ "We are ordering AV materials now for the middle school teachers who have never taught Social Studies before--Encyclopedia Britannica movies etc."★"Textbooks cost a lot of money--$12 to $15 apiece."★"Both elementary and middle schools

should learn geography--map skills and cover the Western Hemisphere."★"We now have a strong objective approach with scope and sequence and continuity."★ "We have some students whose learning style is reading aloud."★"It depends on how familiar the teacher is with the text."★"I want my child to do interesting things in class."★"I had no 'hands-on' inservice with the text."★ "This text is like a broken record: it keeps on repeating!"

For Teachers, Textbook Use Depends On . . .

Teacher Questionnaire: "Upon what does your textbook use depend? (What determines whether you use the textbook or not?"

Teacher A: The assignment
Teacher B: My lesson plan
Teacher C: If I feel the material is important or not to my goals.
Teacher D: We always use it one way or another.

-- "For those five reading below grade level. I could never say read the next four to five pages."
-- "With higher level kids I'd follow the text but with lower level kids I may digress and just talk about racial issues."
-- In middle school you need to be flexible in what you teach. You don't know what you're teaching until just before classes begin. I have a degree in Social Studies, but I have never taught it until this year. When you change what you teach each year, you never get to be a perfectionist at a subject."
-- "The workbook makes sure I get into the text. We can't do the workbook without using the text."
-- "When the textbook finally arrived, we were issued books but the problem was, we couldn't mark in the books. Students couldn't put their names in them--we got the books on loan from the publisher. That's a story nobody will believe. I can't use texts in a situation like that. Finally the books were purchased for the school.
-- "I haven't used the workbooks--I'm disappointed in them. They are much too basic for what I want to do. I'd feel no remorse if nothing were done in the workbooks."

-- "It's not a typical year when you have a new text and the teacher is not familiar with it. I'd do different things another year."

For Students, Textbook Use Depends On . . . .

-- "Whether we have worksheets or questions--usually we don't have worksheets. I read the textbook in spite of its being boring."
-- "My teacher. I have a good teacher but there's too much homework assigned in the text."
-- "If I'm interested in the pictures, I look at them first--then I read what I'm supposed to."
-- "The groupwork, we had a lot of reading to do in our group--two units. But it was fun to get to write the summary. We all had to read 18 pages. Our leader looked at the table of contents and asked us what chapter we wanted to do. Then we read, summarized, made an outline and one person made a map."
-- "When I grow up I want to be a scientist, so I want to read it."
-- "Finding stuff on maps--longitude and latitude--finding lines, that's better than questions--they're hard to do."
-- "Our teacher makes us read outloud and gives us homework. We start it in class. We mostly just read--we don't do the questions and haven't done much in the workbook. I use the book to do reports. I have a report to do on Canada from 1700-1800.
-- "It depends. I use it mainly when the teacher assigns something, but I'd prefer to read a Nancy Drew Mystery or my Reading book."
-- "We don't really go by the textbook but our teacher gives us enough so I can become a good Social Studies reader."
-- "It doesn't make any difference if I read it and forget it because our teacher only takes a few things and tests us on that."
-- "If we have to read in class, the other kids are bored and goof off. I try to read it fast and get it over with to get a couple of facts into my head."
-- "Our teacher talks about the lesson and then has us kids read it."
-- "We don't really use textbooks very much."

Classroom Observation Notes

According to notes taken while observing Social Studies classrooms in the sixth grade, textbook use seems dependent on the following factors:

1. Whether the regular teacher is teaching or a substitute. The classroom becomes more textbook based when a regular teacher is absent. If a teacher knows ahead a substitute will be needed, pages in the textbook are assigned for students to read and subs to cover. Because of the sub's lack of subject area expertise, most of the class time is devoted to silent or oral (usually oral) reading and some discussion.

2. Whether it's the first day after a holiday vacation. The Monday after Thanksgiving vacation students spent all class period reading silently--"I hope you all brought books today because we're going to read." Teachers and students get back in gear again, for they are "not with it" yet. Fifteen pages in the text were assigned to be discussed the next day. The exercises at the end of the chapter were to be gone over but not written out so they could also be discussed.

3. Whether students remember to bring their textbooks to class. Many students came to class without textbooks. Many asked permission to go to their lockers and get their texts; this required a pass if it was after the time for class to begin. Teachers were interrupted in lesson presentation by writing passes and students stringing in later with textbooks. Some students asked permission to share a text with a friend who had a text. This often resulted in the two students talking to each other and not using the textbook.

4. Whether there were frequent classroom interruptions. Often there were numerous interruptions. Students would start reading silently or orally and soon someone would knock at the door or enter without knocking or someone would leave the classroom. Students came in late to class for one reason or another (after being disciplined by another teacher, being in a developmental classroom or some other special classroom, being in extracurricular activities etc.); students left to go to some special class, activity, the guidance counselor, or lockers; special teachers came in to take students out of the classroom or to consult with them or the regular classroom teacher; secretaries came in to give telephone messages to students; students were

sent out of the room to the hall or principal's office because of discipline problems. Sometimes the teacher interrupted to explain, something, give the next day's assignment or some other information; sometimes the school intercom interrupted with announcements. Three to four minutes was the usual length of uninterrupted time for silent or oral reading.

5. Whether there was a report to do. Textbooks were used when reports were assigned. For most reports, the textbook was just one reference used. For the "Scanning the textbook " overview oral presentation, only the textbook was used. Students used the textbooks in groups of five with a leader as they read, made an outline, summary, worksheet or map. Two days in class were given to prepare for the presentation--time was also spent at home preparing. This scanning assignment was the only one observed where all students were totally absorbed in the textbook for the entire class as they prepared.

6. Whether there was a test scheduled in the near future. Students used the textbook at home or in class to review and study for the test. The teacher went over the material with the students in class page by page including the exercises.

7. Whether or not there were higher priorities. Higher priorities for students were watching other students talk, scuffle, wander; writing--notes to other students, assignments due or overdue, etc. Higher priorities for teachers discussing topics currently in the news, disciplining students, answering student questions not related to the textbook, consulting with other teachers about student needs or problems.

8. Whether or not the workbook was assigned. If the workbook as been assigned, then the textbook is used to find the answers asked in the workbook or to label maps. Students use the text in parallel with the workbook, reading to find an answer, writing it in the workbook, reading some more in the text and writing another answer.

9. Whether or not an assignment was made in the textbook. When an assignment was made to read a section of a chapter in order to discuss it in class or to answer the questions inserted in the chapter or at the end of the chapter, students used the textbook.

10. Whether or not it was close to Christmas. At the elementary school and one middle school students were involved in rehearsals for Christmas plays or choral programs or in the performance itself and did not use the textbook much during the week of December 14.

11. Whether or not students considered the textbook acceptable. If students found the textbook too confusing, uninteresting, non-informative, too complex in language or concepts, they tended to be distracted easily or do something else.

Using the Textbook on Wednesdays--A Drama in Three Acts

(Based on Classroom Observation Notes)

First Wednesday: Introducing the New Textbook

Teacher: I'm going to try and leave the door open. It's too much! (Closes door.) Billy, where is the Social Studies book I gave you this morning? You have to keep it in your locker. You are responsible. (She gives text and workbook to Billy.) (The teacher takes attendance. Twenty six are present.) Tomorrow, I'd like to see covers on these books. I don't know if you've looked at it or not--our Social Studies for this quarter will be on the Americas. Turn to the inside cover. The title of the book is American Neighbors. How many went through the book last night? Very few I see. Look at the authors' names. Remember their names--you'll see them on the test, along with the title. This is a new book. It has a 1980 copyright so everything is recent. Turn to pages 4 and 5--to the table of contents. Notice the M beside the page numbers. That means map and globe skills. This section is basically a review. It will not be much trouble for us, true? I don't want to be embarrassed. Our previous study on different kinds of maps will prepare us. The relief maps we had. We'll cover lessons 1-8: We have 11 units in this book. Unit 1 covers our neighbors in the Americas. We are part of the Americas. (A boy yawns loudly.) [Please try to keep your mind wide awake.] There are some terms we'll use--some we are familiar with, some we're not. This book defines the words in the paragraph. When you get definitions on the test, they will be easy--no trouble. (Another yawn.) [You must pay attention.] The book uses the new word in context.

Student: Do we have to write down the definitions and hand them in?

Teacher: No, not unless I assign it.
(a girl dressed in blue looks through the book.)
(boy who looks Mexican looks at the book)
(a black girl reads the book)

I'll move fast through the book because we are three weeks behind now. (Tammy is reading the book.) Would you mind telling me some things we just said? Noel? (No answer) Would you mind telling some things we just said? Tammy?

Tammy: I was reading.

Teacher: But I didn't say read. I said, "Follow me." David, tell me some things I just said. (No answer.) I told you how words would be introduced. They aren't defined in the back of the book. I just told you they are defined in the text. You weren't listening to me. I have not been through this book. I only got the book a week ago and haven't had time to go through it, but I guarantee, I'll stay ahead of you. We do have more books available on South America here in the building and tapes.

Student: Do we have to do research on South America?

Teacher: I am not sure--but we are doing a research paper and I will take you through the steps. I want you to go now to the workbook. First of all, the tests aren't in here. I have them. If you can answer what's in the workbook, you can pass the tests. This is different from the way I'll usually use the book. I want the first workbook page completed. I looked at the page and everything on here you should know. I want to check up on you. You have 10 minutes to do it. (The girl in blue uses her textbook with her finger as a marker. She looks at the book, then the workbook.) (A black boy Ken has his text open.)

Teacher: I'm giving you a grade. Don't use your texts. We just had this--how can you forget it? (She walks around the room answering many questions about longitude and latitude.) (A boy in a navy sweater has text open.) Yes, you can write in the book. Well, we'll do the textbook part first and do the workbook tomorrow. I thought you had it more pat than this. I read it and knew the answers in my head.

I see now some people are stuck. We'll start with the book. (6 students have texts open as they tried to do page 1 of the workbook. In using the textbook in class we'll do a lot of oral reading. I'll assign lessons 1, 2, 3 for tonight on M-2 and M-3. We'll use the workbook along with this. We have a lot of terms to know. What do we mean by parallels? (Pencil sharpening is done as the teacher talks.) The only thing we are not familiar with is mass projection. Any questions? You may start reading now. You have 3 or 4 minutes to read. (13 students are reading--half the class--the rest are writing in the workbook or doing nothing.) (Rhonda sits with the text on her lap, doing nothing.)

Teacher: Rhonda, are you finished reading? (Kim comes to teachers with the text, asking questions.) (15 students are reading the text.) (Some work on the workbook, some have heads on their desks, Rhonda writes an essay. Stop. Quietly, quietly. I see paper on the floor. (Rhonda walks out, forgetting her essay on the desk and the pencil.) (A boy wearing a jacket with Illinois on it reads the textbook as he walks out of the classroom.

Second Wednesday - One Week Later

Teacher: Before we do Lesson 5 there are some questions on the board. Do these--use your textbook to research them before Monday. Report on them Monday. Be able to justify your answers. I'll give you 5 minutes to copy them down. (Students copy down the five questions about Canada.) Let's quit now and go to Lesson 5. What do these terms mean? Projection? Specialization? Elevation? Leeway? Windward side? (Students give definitions for terms.) Now let's go over the questions and answers you were to write down from the assigned reading on M-10 and M-11 in the book. (The text has questions embedded in it--12 questions on two pages of text--students were previously told to write down every question they come to and answer it.) You learn from doing it this way. We'll continue doing this--it makes the class move smoothly. It's not so boring. What is your first question, Kim?

Kim: Where do most Canadians live? Montreal, Ottawa, Ontario Southeast, close to the U.S. border.

Teacher: What do you have, Mike?

Mike: Saskatchewan

Teacher: No. No. No.
(Teacher continues asking students to read their questions and answers.) (Time for class to end.)

Student: Do you want our papers?

Teacher: No. Alright, you may go.

Third Wednesday - A Substitute Tries

Sub: Today we'll do Lessons 6, 7, 8 and maybe page 3 in the workbook. Your teacher told me you kids know how to do the questions. You'll do your group presentations tomorrow instead of today. I'll take attendance real quick. (Students are noisy.) Will you please quiet down? Bobby, sit down.

Bobby: I was sitting down.

Sub: I'll wait until you're quiet. (It is now 7 minutes into the class period.) Donna, quiet down please. Put the cards away, Mike. It is the lesson at the very beginning of the book. Do each question. If you'd like, I'll tell you how many questions are expected. On M-14 a total of 7 questions--on M-16 a total of 7 questions. That is 14 questions altogether. Also workbook page 3. (She writes a boy's name on the board for detention.) I'm getting the seating chart to see who is talking. (Goes to board--the class quiets. The class tries to settle down and get organized. Some students sharpen pencils.) Yes. Yes. You have to write the questions out. If you have a question, raise your hand and I'll come to your seat. (6 students are out of their seat.) You can turn in Lessons 6, 7, and 8 all at once. (A student leaves the room to look for Lesson 6 questions and answers.)

Girl Student: Teacher, take my candy bar--the boy nearby wants to take it. (Sub puts the candy bar in the desk drawer.)

Another girl: What do they mean by the first question?

Sub: (Reads text, looks at map.) The way I see it, elevation means up. (Holds up textbook to show map.) (2 boys share a book.) (A boy yawns--sighs loudly.) Where is your book?

Boy: Home.

Sub: I'd like everyone in their seats please. (2 black boys share a book.) (2 more boys share a book. They both fold a piece of paper.)

Ken: I hate this book sometimes. (He continues to work on the questions, using his textbook.) (Mike flips through his workbook.) (25 minutes of the class have passed.) (A girl uses the dictionary to look up the term landform, but doesn't find it. Landform is party one of the questions.) (After 28 minutes of classtime 6 students have blank papers on their desks. No questions--no answers.) (Ken sings.) (Sub moves around the room answering questions about the embedded questions on M-10 and M-11.) (3 black boys aren't working but talking.) (Some students ask the sub if they can work in groups.)

Sub: Mitch--you haven't done a thing since you've been here.

Mitch: I told you--I don't know how to do it.

Sub: You could have asked Don to help you, but you didn't.

Girl: These things are too hard! These are stupid! (She refers to Lesson 7 questions.) (A fourth girl now joins the group of 3 girls.)

Sub to researcher: I was amazed--the kids couldn't do the questions. The questions are too high up. The kids are confused. They don't know where to look for answers. I'll handle the other classes differently. The teacher indicated to me the students knew how to do the questions okay. But they don't. (The students are yelling out to each other across the room.)

Sub: I'll go by quietness to dismiss each row. (The class is dismissed row by row.)

Sheryl Reads the Textbook - A One - Act Drama

Teacher: (The class is quiet as attendance is taken--22 are present.) Tomorrow is current events day. Be prepared to discuss. Yesterday someone brought up the subject of the ship Arizona--they're bringing it up.

I got the New York Times and the article said after 40 years there are still poisonous gases. (A boy comes in with a pass.) The New York Times--it's a nice piece--it's in yesterday's edition. Tomorrow is current events day, Friday is the test. Today we'll go over the text and review from page 17 all the way through the chapter to the chapters end and it includes the material on page 51. We worked our way partly through the chapter yesterday and we included things on pages 46 and 47. We'll go through these activities today and anything else we did in class. (The teacher goes through the list of explorers studied.) I'll ask who did what. Columbus lived only 500 years ago--a short distance on the time line. (As the teacher talks Sheryl pages through the textbook.) (Tom writes, Mandy writes, Kent writes, Linda writes.) (Natalie and the teacher discuss claiming land for Kings and Queens. The teacher tells about John Paul Jones going to Catherine of Russia--an American hero left the navy--went to Russia to head up their navy but he was not a traitor. Columbus went to work for someone else, too. Glory and Fame. Natalie talks about Amerigo Vespucci.) (Sheryl still pages through the text.) (Tim listens.)

Teacher: I have a friend in Antartica in Operation Deep Freeze. A peak is named after him--a big deal. A nice thing to tell your grandkids. We are getting off the subject. (20 minutes of classtime have passed.) Page 47--any questions on those? What kind of dye comes from Brazil Wood? Why search out wood for dyes? Dye for clothes--dyes are valuable like spices are valuable. (More questions about Poncho, Ponce de Leon, (Sheryl looks up and looks at the teacher. (2 more minutes have passed.) Let's focus on page 48 questions. (He reads number 1. Tim answers.) (5 students are not listening or looking at the text.)

Natalie: (referring to a previous answer), Karen was right in a way. (She gives a detailed, accurate explanation of why Karen was right.)

Teacher: Why didn't they go on the interstate? They had wheels didn't they? They knew about them?

Student: Yes, but not in the New World. They went by donkey. (6 students write--2 relax, heads down--they stare.) (Tim ignores the text.) (Sheryl reads the textbook.) (The teacher continues talking--12 students listen.)

Teacher: Question Number 2. Name 5 explorers who explored the Northeast.

Girl: How could that explorer prove he went around the world?

Boy: I don't understand--(as teacher answers her question)

Teacher: I'm sorry, In making reference to a movie. I saw only 3 in the last 5 years. Name me some more explorers. In N.J. they sink all subs in the water to create a reef to attract fish. Hudson? Tim? (Tim answers.) (More students give more answers.) (Teacher reads next question.) (Sheryl looks at the index in text.)

Mark: The text is out of date and incorrect. Montreal is not the largest city in Canada, Toronto is. Even though it was printed in 1980, it is out of date.

Teacher: Quito is in the tropics--why is it cool? (More discussion on maps of North and South America and Canada's topography.) (Sheryl is now looking at the map referred to in text--she's on the correct page.) Does the map of Western Canada show it to be mountainous? Hilly? Flat? (Sheryl's hand is up.) (Discussion next on Pampas and Argentina) (A boy in row 5, seat 1 puts his unopened textbook under his desk and reads a paperback.) (It is now 11 minutes until class ends.) (A girl combs her hair) (Natalie's book is closed as she listens to the teacher tell about Pirranah's not really attacking people.) (Sheryl switches from the question page to the map page. She is not listening to the teacher.) (The teacher asks more questions from page 47). (Sheryl looks at the map in the textbook. (Four more minutes have gone by.)

Tim: My dad asked me a thought question. Is the Missouri a tributary of the Mississippi?

Teacher: Yes. (He names many other tributaries that flow into the Mississippi.)

Cindy: I've never taken my Social Studies textbook home yet.

Teacher: That's nice. Maybe Santa will bring you a Social Studies text.

Teacher to researcher: Remember, I told you earlier that probably many students hadn't taken their texts home yet. They haven't really used the texts that much.

Teacher to class: Raise your hand if you have taken your Social Studies book home. (Many hands are up.)

Teacher to researcher: Well, I'm giving a test on Chapter one, so they'll have a reason to take it home. The test is on Friday, so we'll see.

Using Social Studies Texts at Home

Parent Questionnaire: How frequently do you see your child using his Social Studies textbook at home?

	Very	Pretty much	Sort of	Not very	Not at all
	1	2	3	4	5
Jefferson (16 Respondents)	6	7	0	3	0
Edison (17 Respondents)	3	3	1	9	1
Westview (9 Respondents)	1	1	1	3	3

Jefferson students took their textbooks home often (81% said Very or Pretty much. Edison and Westview students did not take theirs home very often. (35% at Edison said Very or Pretty often).

A Scene from Silent Sustained Reading

Jimmy: (He rushes in just before class is to begin.) "Teacher, can I go to the library quick and get a book to read during class?"

Teacher: No, you can't. You always lose library books. Go get your Social Studies book. (Jimmy leaves to go to his locker.) (She takes attendance and puts a check by each students' name who has brought a book to class to read.)

Jimmy: (Five minutes later he comes in holding his Social Studies book.) I have it!

Teacher: Read it! That's right, read it! (Carol reads her science book.) (Natalie reads the Social Studies textbook and writes on a paper. She comes up to the teacher and asks a question about something in the textbook.) (Bill is reading his Social Studies textbook.)

(Next to Bill sits Jimmy who is reading a library book from somewhere. His Social Studies book sits on his desk unopened.)

Why didn't Robert, a below average student, read his textbook? Upon what does his textbook use depend? Why does Sheryl, also a below-average student, read hers? Why does one teacher use the textbook frequently and another infrequently? An attempt was made to answer questions like these for the reader by using the Collage of Textbook Dependencies, the figures of the Context of Textbook Use, the Student and Teacher Interviews, Questionnaires, the classroom dramas--all of these to illustrate the effect of context (home, classroom, school, educational system) on textbook use. Not only that but also the interaction between textbook perception and use for both teachers and students.

Some Factors That Affect Textbook Use

Student Perceptions of the Text	Teacher Perceptions of the Text
Text Characteristics-Readable/appropriate	Student Characteristics
Textbook Familiarity	"Hands on" Inservice with Text
Parent Attitudes	A Workbook
Textbook Availability	AV Availability
Teacher Philosophy	Worksheets
Prior Education	Reading Strategies
Prior Knowledge	Future Goals
Curriculum Objectives and Guides	Desire to know
Social Studies Assignments	Curiosity
Teacher Attitude Toward Students	Teaching Style
Teacher Expectations of Students	Teacher Absenteeism
Textbook Content	Holidays
Transition Year	Tests - Questions
Academic Ability	Interruptions
Ethnic Background	Reports
School Finances	Boredom
Concept Appropriateness	School Policies

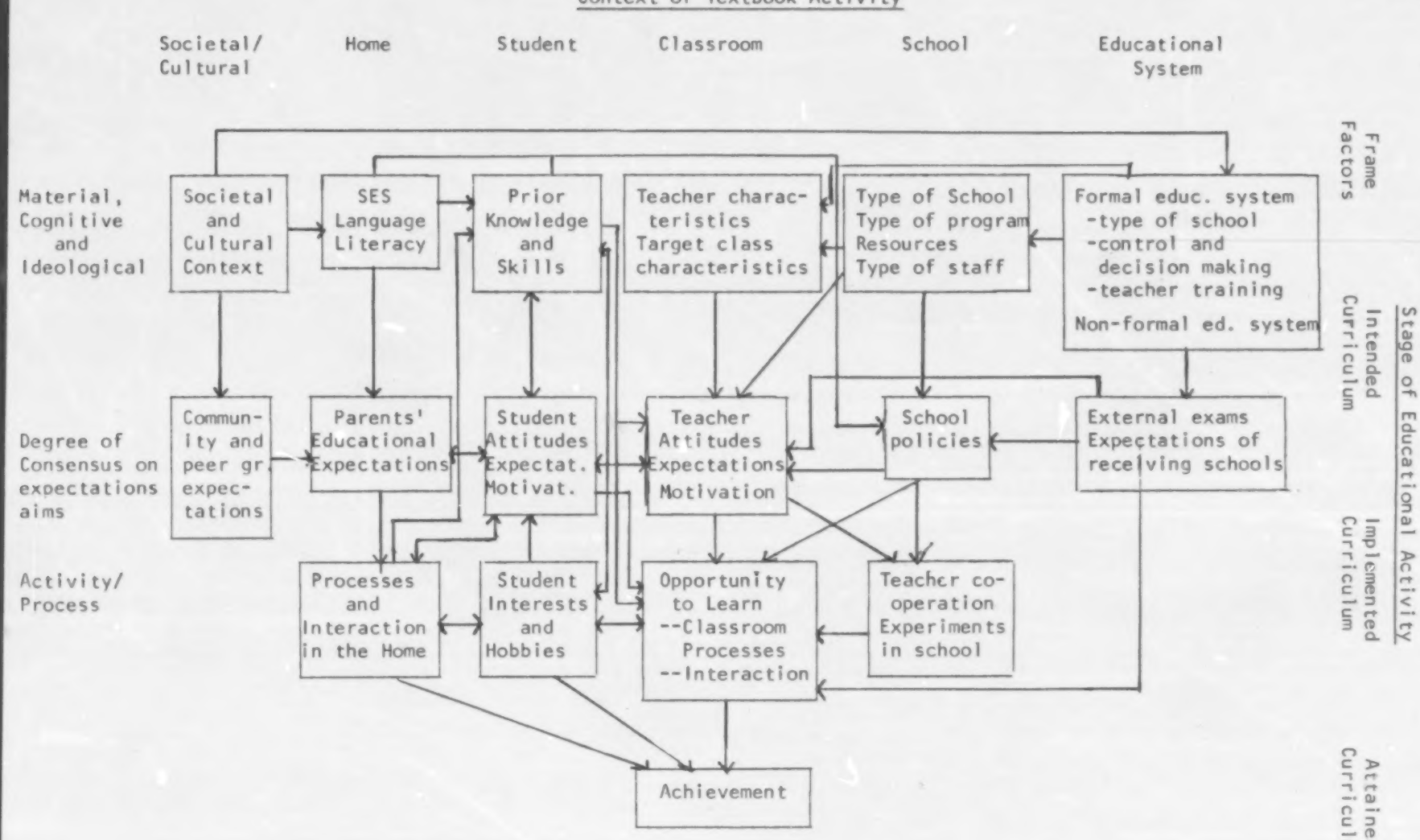

Figure 1. Model of the Context for Textbook Perception and Use

(Adapted from Model of the IEA Written Composition Study)

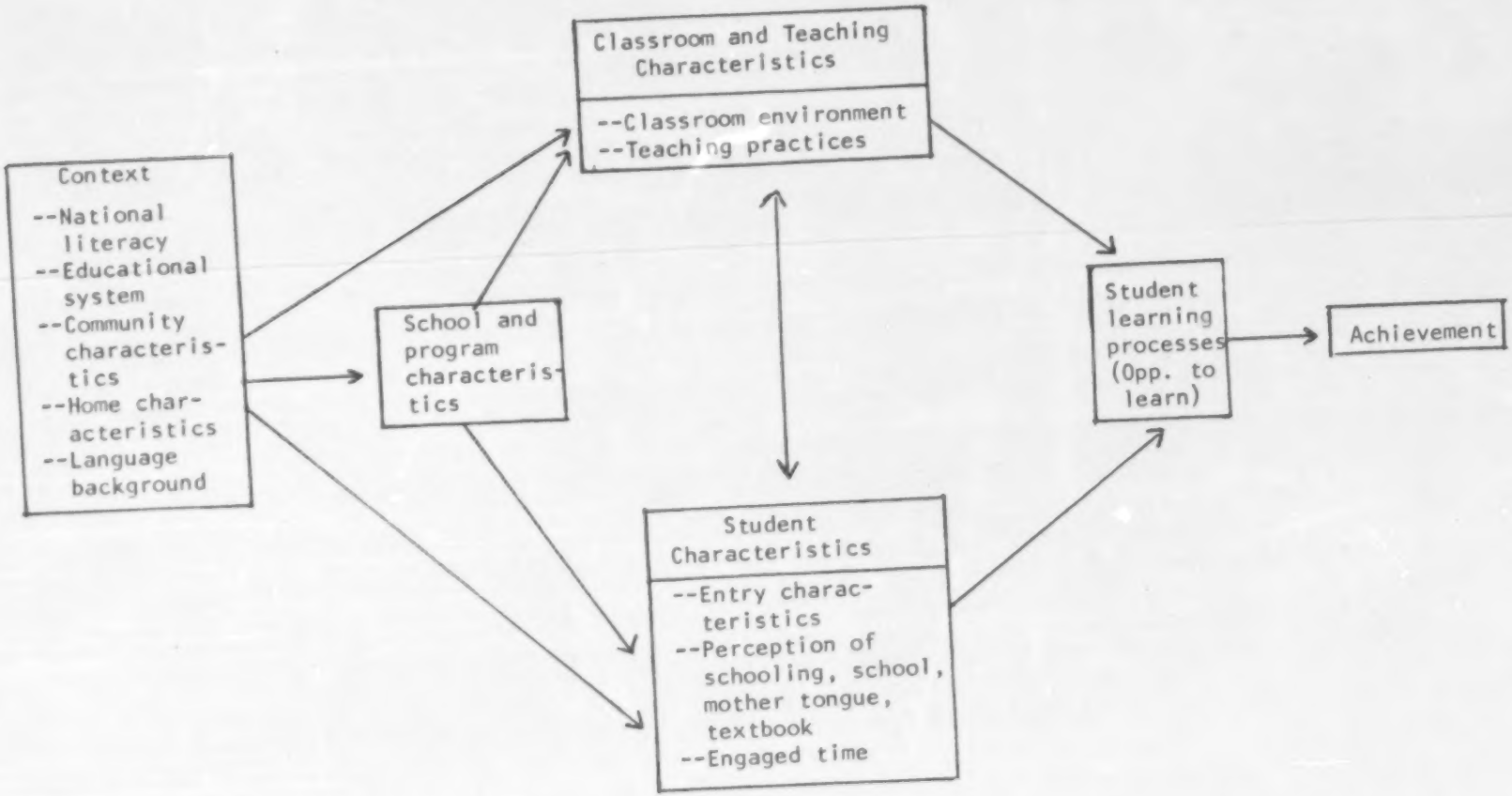

Figure 2. Simplified Framework of Textbook Use Dependencies

(Adapted from the IEA Study of Written Composition)

One Important Factor Affecting Social Studies Textbook Use

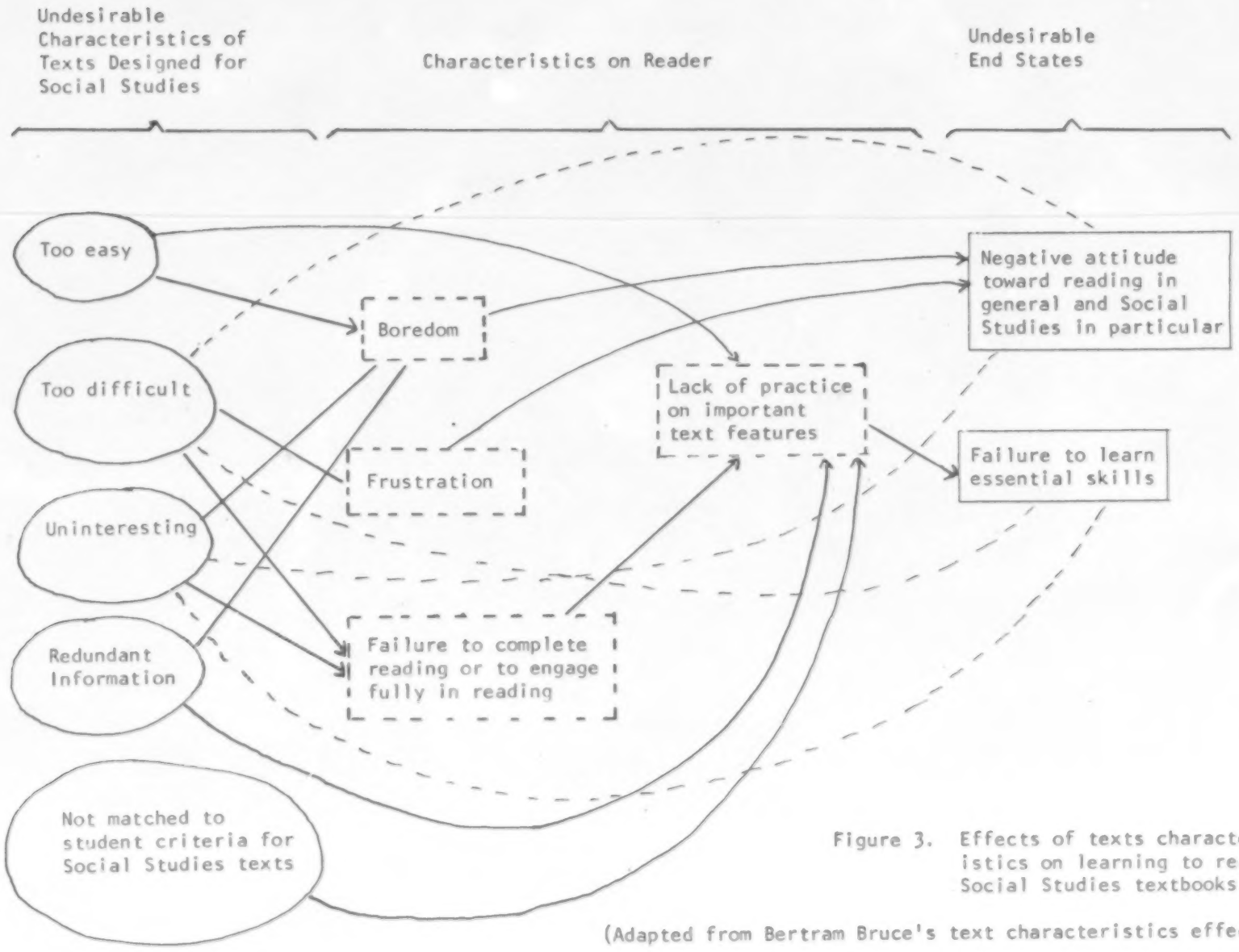
Undesirable Characteristics of Texts Designed for Social Studies
Characteristics on Reader
Undesirable End States
Too easy
Too difficult
Uninteresting
Redundant Information
Not matched to student criteria for Social Studies texts
Boredom
Frustration
Failure to complete reading or to engage fully in reading
Lack of practice on important text features
Negative attitude toward reading in general and Social Studies in particular
Failure to learn essential skills

Figure 3. Effects of texts characteristics on learning to read Social Studies textbooks.

(Adapted from Bertram Bruce's text characteristics effect model.)

Styles of Textbook Use

The last issue addressed is styles of textbook use. There are different perceptions of what the styles of Social Studies textbook use are or should be. The intention here was to try to figure out what complex things were going on in and out of the three schools that helped determine styles of textbook use and perceptions of styles and textbooks. What is the interaction between the ways teachers and students perceive textbooks and use them? What difference does the context of the situation make? Is there a difference between what goes on in a first period Social Studies classroom and last period classroom in textbook behaviors? Is a sixth grade middle school style different from an elementary sixth grade style? Is a sixth grade style different from fifth grade or seventh or eight? What are the components of a sixth grade middle school style? Do the middle schools use whole classes or groups in using the textbook? Does "leveling the textbook" to suit individual needs happen? Are textbooks read or looked at or ignored? If they are read, how large a chunk is read at once? Are textbooks used in a discovery or telling approach?

The data used to try to figure out this complex issue were classroom observations, student and teacher interviews and parent questionnaires. Most of the information came from observations: seven observations each of the Social Studies classes studied at both Jefferson and Edison in additions to many observations of other sections in both schools, and of other grade levels. Because of Christmas program interruptions and the closing of schools due to a snowstorm, only one of the several planned observations were made at Westview. The following chart shows some of the events that influenced how textbooks were used.

Observated Events That Affected Styles of Textbook Use

	Place	People		Place	People		Place	People	
	Jefferson	Teacher	Students	Edison	Teacher	Students	Westview	Teacher	Students
Thanksgiving Vacation	X	X	X	X	X	X	X	X	X
Teacher is Absent	X	X	X	X	X	X			
Researcher Comes	X	X	X	X	X	X	X	X	X
Student Teacher				X	X	X	X	X	X
Evaluation Aide Visit	X	X	X						
Snowstorm	X	X	X	X	X	X	X	X	X
Christmas Practices							X	X	X
Christmas Program							X	X	X
New Textbook	X	X	X	X	X	X	X	X	X
New Workbook	X	X	X						
New Teachers Manual	?	?	?	?	?	?	?	?	?
School Sports Activ/Band				X	X	X	X	X	X
Special School Programs	X	X	X	X	X	X	X	X	X
End of Day Announcements	X	X	X	X	X	X			
New Tests for Text	X	X	X	X	X	X	X	X	X
Student Misbehavior	X	X	X	X	X	X	X	X	X
Pearl Harbor Day and Current Events				X	X	X			
Nystrom Map Unit	X	X	X	X	X	X	X	X	X
Christmas Vacation	X	X	X	X	X	X	X	X	X
Late Textbook Arrival	X	X	X	X	X	X	X	X	X
Fixed S. S. Time	X	X	X	X	X	X			
Multi S.S. Sections	X	X	X	X	X	X			

Based on classroom observation, it is possible to categorize teacher-student styles of Social Studies textbook use in sixth grade middle schools into three broad categories: silent reading, oral reading and looking. Silent and oral reading can be further subdivided into silent and oral reading where the material in the textbook is new to the student and has not been covered in class before and silent and oral reading where the material has been read before or discussed by the teacher previously. Therefore, there are oral-old information, oral-new information, silent-old information, and silent-new information categories. The looking category involves looking at illustrations: photographs, charts, and maps.

Styles of Textbook Uses in Middle School A

The situation at middle school A is interesting in that the period of classroom observation began on the first day of textbook and workbook use--the introduction of American Neighbors. Two and usually three sections of Social Studies were observed on seven different occasions from November 18 to December 16. On one day a substitute teacher was observed. The teacher had just finished the Nystrom Map Skills Unit. Neither the teacher nor the students had used a basic Social Studies textbook or workbook before. Because of minimal in-service with the textbook and late delivery from the publisher of the textbooks, the teacher was not familiar with the textbook. This was the teacher's first year of teaching Social Studies; besides Social Studies, Language Art and Math were taught. The researcher's decision to send parent questionnaires home asking about student use of the textbook at home prompted the teacher to make a "scanning the textbook" assignment to insure that the books would be taken home before the time the parents filled out the questionnaire. The assignment also served as an overview of the text for the teacher and students.

In analyzing the styles of textbook use for this teacher it was found that 6 oral (4 oral/old and 2 oral/new) methods and 6 silent (1 silent/old and 5 silent new) methods were used. Based on 315 possible minutes of Social Studies classtime (7 observations of a 45 minute class) and averaging over the two or three sections observed, this teacher used 115 minutes for oral reading and 134 minutes for silent reading in class. This means that 37% of classtime was spent on oral and 43% spent on silent reading during class for a total of 80% of classtime on reading. Looking at the textbook was observed on two days and both were brief periods looking at maps. Students were observed in groups on two days for the whole class period--one day preparing an oral presentation (outline, written summary, and map or worksheet project) and one day making the presentations. The other five days the teacher taught with a whole class approach. In the group work, each group leader was told to "level the assignments" for each of the five members in the group. Student with reading problems were given map or chart projects if proficient in art ability and could choose to read and report if they wished. All did choose to read and all participated in the class presentation. The following chart may help make clear this teacher's style of textbook use.

Oral		Silent	
Oral/Old	Oral/New	Silent/Old	Silent/New
1. Confirm term definitioned	1. Prepare text scanning	1. Reread text to do workbook	1. Cover the lesson-section
2. Confirm question answers	2 Present text scanning		2. Read, do workbook, then text
3. Read text questions			3. "Scan," outline, summary
			4. Do embedded questions in text
			5. Make up own questions
Total = 4 oral/old	Total = 2 oral/new	Total = 1 silent/old	Total = 5 silent/new
75 minutes	40 minutes	20 minutes	114 minutes

(the times are close approximations based on time checks during observing)

(Students interviewed said that this teacher:)

1. ". . . makes us do questions, read the unit, and outline. . . . Comes right out of the book.
2. ". . . piles on the homework and is unhappy when students don't get it done."
3. ". . . does it the way it should be done--breaks it down."
4. ". . . has us bring the text and workbook everyday . . . we read and find questions. . . . I read it over once, straight through, then go back and find the questions in the paragraphs, and then write down the questions and answers using maps close by.
5. . . . lets us read a lesson, gives us questions and the next day goes over the questions in class and the answers.

(Observation notes said in part that:)

11/18 - teaches text location skills, stresses text-textbook match, uses workbook for grades, considered workbook page 1 a review, found students were "stuck."

11/20 - Spends much class time on text maps explaining, but not on text prose. Spends much time on terms, students read workbook answers orally, wants to test twice as often as Macmillan, tells answers if student answers are wrong.

12/2 - Assigns "research" questions on chalkboard (i.e., "read your text) and asks students to be able to justify answers, asks many term and proper name (all nouns!) questions, asks students to bring in related newspaper articles to post--on Canada--they must read them and will be tested on them--uses text to get answers to the embedded questions in map skills introduction, explains when and why answers are wrong.

12/9 - A sub tried to have students read text in class and do embedded questions by themselves, but they couldn't. (? Have parents been helping students do previous assignments like this at home?) Kids are noisy--many hands up.

12/11 - Students didn't know how to summarize--left in small details, many students didn't attempt to write one--read from the textbook instead or read copied text paper, some students used encyclopedias to do the text scanning assignment.

Styles of Textbook Use in Middle School B

The situation in this school was different from school A during the time of the study. The teacher was into the text and had finished the introductory map skills section with its embedded question style, non-human oriented content and was covering the explorer part (mostly old information) and the imaginary plane trip over Canada and Latin America used to give an overview of the rest of the book in Unit 1. The prose style of the introductory section on map skills was very different from the prose style of Unit 1 (Unit 1 and the rest of the book appeared to be on a lower readability level) and the question style was also different. Unit 1 had no embedded questions but questions at the end of the chapter or unit. Previous to the observations the workbook was tried but teacher and students were dismayed and discouraged after trying to do page 1 and had decided not to make much or any further use of the workbook. During the first two observations, a substitute teacher was teaching the class, using the regular teacher's directions as to which pages to cover but flexibility as to style of textbook use in covering them. Although the students had never experienced using a basic Social Studies textbook before, the teacher had had previous Social Studies teaching experience in both junior and senior high situations. Just before the parent questionnaires were sent home, a test on Unit 1 had been assigned, assuring that students would take the texts home to study, the teacher hoped.

In analyzing the styles for this teacher and the substitute, it was found that 2 oral (1 oral/old and 1 oral new) methods and 1 silent (silent/new) method were used. Based again on 315 possible minutes of Social Studies class time for 7 observations and averaging over two to three sections, this teacher and substitute used 55 minutes for oral reading and 15 minutes for silent reading in class. This means that 17% of class time was spent on

oral and 5% on silent reading during class for a total of 22% of class time on reading. Looking at the textbook (maps, photos, charts) was observed on 5 days, with 3 - 6 lookings each period. No students were observed in groups--the whole class approach was used. Every Thursday was Current Events Day when newspapers etc. were used rather than the textbook. One planned observation day was missed because a student teacher was being observed by a supervisory teacher. No student teacher taught on any of the other days observed, however. The following chart may help or may clear this teacher's style of textbook use.

Oral		Silent	
Oral/Old	Oral/New (sub)	Silent/Old	Silent/New
1. Read chapter question for test review	1. Read to cover the chapter content on explorers. (content was mostly old information, however)	---	1. Read to discuss the next day and go over questions.
Total = 1 oral/old 5 - minutes	Total = 1 oral/new 50 - minutes	--- ---	Total = 1 silent/new 15 - minutes

(The times are close approximations based on time checks during observing.)

(Students interviewed said that this teacher:)

1. . . . sometimes makes us read outloud--reading outloud is less boring. We have homework. We start something in class and what we don't finish is homework. Outloud is funner, easier. I can listen if someone else is reading.
2. . . . I like the way we do it. The questions I ask--like on Natalie Wood's we spent 10 minutes--we get out of homework.
3. . . . has us read outloud sometimes, sometimes by ourselves. Oral reading is better. I like oral reading because when I'm reading by myself, I do other stuff--I'm easily distracted. I prefer reading it in class to reading it at home because I'm active when I'm at home. (Note: this student is a boy, black, and "active" in class, too. He was quite a problem for the regular teacher and substitute at times.)

4. . . . uses newspapers a lot, sometimes uses the text now, a little bit, but goes off and explains--talks about it. The text is a starting point and we usually end up with a different subject.

(Observation notes said in part that:)

11/23 - (Sub) kids know all answers to famous explorer questions--had learned in earlier grades, they told sub. Students read outloud, taking turns in a systematic order--each read a paragraph--teacher comments on a detail or main idea of each paragraph--often restates the last sentence of paragraph. Comments on each student's oral reading ability positively no matter what. Uses plastic Nystrom relief map often (? as a focussing device--a concrete security blanket?)

11/24 - (Sub) continues oral reading, this time randomly. Kids are concerned about who reads next--they don't follow or pay attention--they are reading ahead, the section they would be reading if chosen. Many hands are up in air.

11/30 - Students asked if they were going to get to keep their Social Studies texts, teacher responded, yes--can keep them the rest of year and write their names in, questions from previous week when sub was there were answered. Assigned 15 pages to be read silently at end of period and discussed the next day (includes chapter questions), uses plastic Nystrom map frequently, doesn't require questions/answers to be written out. Class said in unison, "Good" when teacher said they'd read silently and not outloud. Many interruptions during 15 minute silent reading--little or no reading actually done.

12/1 - No reading--discussed the assigned reading from day before on the plane trip from Newfoundland to Latin America to New York.

12/8 - Discuss Current Events and Wars and then Quito's Climate.

12/9 - Review day for test on Friday--go over questions at end of chapter and Current Events.

12/15 - Picking up assigned S. S. research reports, hands back tests.

Styles of Textbook Use in Elementary School C

The teacher in school C, an elementary school, had taught Social Studies before to sixth graders but in another state and in a rural school district. Although using the Macmillan text was a new experience, using a basic, single

textbook was not. As in middle schools A and B, the Nystrom Map Unit had been done at the beginning of the school year. Elementary schools devote 14½ weeks to Social Studies, 14½ weeks to Science, and seven weeks to Health every year. In this school it is completely up to the teacher as to how Social Studies is taught--it could be done in six weeks units or daily, for instance. The greatest part of the school day is devoted to reading. The school has a team approach where teachers teach a strength area in Math and Reading. The reading taught is from a basal reader containing non-expository prose. The school's philosophy is that if there are students who cannot read well, then a greater proportion of time spent on reading during the school year is justified. Many trips were made to this school to interview the teacher and students and to collect data from questionnaires, attitude scales, opinion letters and informal conversation, but only one 45 minute Social Studies Class was observed. This teacher had a student teacher every day during the time of the study.

The day the class was observed, the teacher used a silent/old method. The students were given a worksheet to do requiring them to look at a product map in the textbook and make an educated guess based on the map and what had been taught in earlier classroom what the occupations were in various providences of Canada. After doing the educated guessing, they were to use their textbooks to verify their educated guesses. The teacher had indicated the proper page number for each province on the worksheet. About 30 minutes were allowed during class for this. Many students had problems doing the assignments--about one third did as directed, one third used the text to get the correct answer without doing the educated guessing and one third did nothing or else did some part of it with the student teacher's help or teacher's help.

Oral		Silent	
Oral/Old = 5	Oral/New = 3	Silent/Old = 2	Silent/New = 6
Total Oral = 8		Total Silent = 8	
Total Old = 7 (44%)		Total New = 9 (56%)	

Styles in Other Grades: 5, 7, 8

(Based on 12 different observations with 7 teachers)

Oral		Silent	
Oral/Old	Oral/New	Silent/Old	Silent/New
1. Do worksheet/chart 2. Confirm answers to questions	1. To discuss and relate current events 2. To find terms	1. To do worksheet 2. To do workbook 3. To do checkpoints in text 4. To do building skills in text 5. To do creative writing 6. To study	1. To write own significant statements 2. To cover chapter content 3. To learn terms 4. To write gist statements
Total = 4 Oral/Old	2 Oral/New	6 Silent/Old	4 Silent New
Total Oral = 6	---	Total Silent = 10	---
Total Old = 10 (63%)		Total New = 6 (37%)	

Grades 5 - 8 Combined (Based on 27 observations)

Total Oral = 14 (44%)		Total Silent = 18 (56%)	
Total Oral/Old = 9 (28%) Total Old = 17 (53%)	Total Oral/New = 5 (15.5%)	Total Silent/Old = 8 (25%) Total New = 15 (47%)	Total Silent/New = 10 (31.5%)

Total Illustration Lookings

Total 6th grade = 7	Total other grades = 2

Other aspects of textbook use style have to do with the number of pages assigned to be covered in class or begun in class and finished as homework; when during the class period the book was read or used; the number of minutes used in class for the assignment; the number of interruptions during the reading or use; the average percentage of students on task during the assignment and entry into the text methods. The following charts try to show these aspects for middle schools A and B. In some cases all the Social studies sections are shown to illustrate the differences between classes.

Other Middle School A Textbook Style Behaviors

Class/ day	New Info.	Old Info.	Pages assigned and/or covered	Time Class assigned	Style Silent/ oral	No. of Minutes given for task	No. of interruptions during task	Average % of students on task	Method of text entry
1. SS1	✓		5	end	S.	4	4	54	Terms/workbook
SS2	✓		2	end	S.	6	6	68	"
SS3	✓		2	end	S.	12	6	77	"
Workbook Text 2. SS1		✓	1	middle	S	20	few	85	Workbook
SS2		✓	1	middle	S	20	few	95	"
SS3		✓	1	middle	S	20	few	57	"
3. SS1		✓	1	beginning	S/O	35/5	Constant	80	Terms/answer
SS3		✓	1	beginning	S/O	35/5	Constant	83	Confirming
4. SS1	✓		1-16	beginning	S	45	"none/few"	100	choose unit section, outline, summary, project
SS2	✓		1-16	beginning	S	45	"none/few"	100	"
SS3	✓		1-16	beginning	S	45	"none/few"	100	"
5. SS1(Sub)	✓		3	beginning	S	28	Many	63	Embedded questions
6. SS1	✓		1-16	beginning	S/O	45	few	90	Scan/summary
SS3	✓		1-16	beginning	S/O	45	few	85	"
7. SS1	✓		2	beginning	S	30	5	95	Make up own questions. Transform statements to questions.
SS2		✓	1	middle	S/O	30	-	77	Verify answers
SS3	✓		2	beginning	S	30	?	95	Make up own questions. Transform statements to questions

Other Middle School B Textbook Style Behaviors

Class/ day	New Info.	Old Info.	Pages assigned and/or covered	Time Class assigned	Style Silent/ oral	No. of Minutes given for task	No. of interruptions during task	Average % of students on task	Method of text entry
1. (Sub)									
SS1		✓	4	beginning	0	30	30	71	Cover the Section
SS2		✓	4	beginning	0	30	30	65	"
SS3		✓	3	beginning	0	30	30	66	"
2. (Sub)									
SS1		✓	4	middle	0	20	20	50	Cover the Section
SS2		✓	4	middle	0	20	20	72	"
3.									
SS1	✓		12	end	S	15	15	68	Read to discuss go over questions
SS2	✓		12	end	S	15	15	73	"
SS3	✓		12	end	S	15	15	37	"
4. S1		✓	12	end	-	5	-	-	Maps/plane trip
S3		✓	12	end	-	5	-	-	Maps/plane trip
5. S1		✓	34	end	-	6	-	-	Test/Maps
S3		✓	34	end	-	6	-	-	Test/Maps
6. S1		✓	12	middle	-	26	-	-	Test/questions
7. S1		✓	5	beginning	-	5	-	-	Time Line

Other Elementary School C Textbook Style Behavior

Class/ day	New Info.	Old Info.	Pages assigned and/or covered	Time Class assigned	Style Silent/ oral	No. of Minutes given for task	No. of interruptions during task	Average % of students on task	Method of text entry
1. SS		✓		beginning	0	30	10	75	Worksheet

Other Grade Level Textbook Style Behaviors

5th SS		✓		beginning	0	30	Many	65	Worksheet
7th A									
1. SS	✓	✓	?	end	5/0	4	2	85	Confirm/Make-up questions
2. SS			?	end	0	4	2	67	Term definitions
7th B									
1. SS	✓	✓		middle/ end	0	20/5	5/5	76	Reinforce/worksheet
2. SS		✓		beginning	S	30	11	80	Worksheet/workbook
7th C									
1. SS	✓		4	beginning	S	17	15	64	Cover Chapter Content
2. SS	✓		4	end	S	10	10	59	Cover chapter Content
8th									
1. SS	✓	✓	12	beginning/ middle	S/0	20/10	2	90	Current events, study, activities terms, workbook
2. SS			10	beginning	S	30	5	82	"
8th									
1. SS		✓	4	beginning	S	4	25	70	Writing, activities report
2. SS			4	middle	0	35	-	83	"
8th C	-	-	-	-	-	-	-	-	-
1. SS									

(All figures given are close approximations only) for the above charts

Number of Pages Covered in Textbook on December 8/December 9

School/Grade	Pages covered
A 6	16 (plus about 16 pages per student for scanning)
B 6	100
C 6	188
D 5	133
E 7	100
F 7	128
G 7	150
H 8	281
I 8	186
J 8	?

Range for grade 6 is 16 - 188 pages

Range for grades 5, 7, 8 is 100 - 281 pages

Excerpts from Observation Notes to Illustrate the Flavor of Textbook Use

School C (Silent Reading - Worksheet)

- 12:45 p.m. -"Before you look in the text, (you are looking at each province), look at the map, make an educated guess, a guess based on what we've studied. . . . Then turn to the page I've given you and see if you are right. On that page, you'll find information about the occupation."

. . . If I were doing the paper, if I were Janie or David, I'd write mining or manufactoring. I know spelling will bother you, but do the best you can. Go to the text and see if you can find anything that disagrees with your answer. I gave you a few examples, and did four examples of provinces together in the text--the four Atlantic provinces. I took that lesson and the book and did it. You will not have a problem with complete sentences because there are no complete sentences to do. (Student says, "This is easy.") We are checking what we've already learned with the very complete answers in the text. (The student teacher wanders, helping students.) (Students have texts open.) Did you see the subtitles? They have clues. (Boy says, "I don't know what to do.") When you see my page numbers, don't think that's all. You may have to go to the next page or may have to skim over previous pages.

(The student teacher explains to many who don't know how to do it.) (Teacher at 1:15 p.m. points to part in text where answer is for students who don't know.)

School B (Silent Reading to Discuss)

- 12:47 p.m. - (5 kids are reading) (Dick turns around) (Nan writes.) (Karen writes.) (Christine plays with pencil.) (Ron turns around, talking to Christine.) (Ron writes.) Teacher: Is there anyone here in my homeroom that hasn't turned in a schedule card? (Student: "Where do we go at 2:10 p.m.?") "I'd go to whatever gym your coach is located in." (John brings up schedule card.) Anyone else? Okay, Hey, let's get back to reading.
- 12:52 - Ron, are you through? (Ron says "yes" and opens a literature book and reads. "Pretty good,too.") What page are you on now, Tim? (Tim says, page __.) Speeding right along, huh? (Ron makes a remark.) (Student: "Does _____ teach Special Ed.?") (Class is all talking.) Hey! Is everyone through the reading? (Class: "No") I think I made a mistake in giving you class time for this. (Karen reads a note.) (Class quiets down.) (Mark stares.) (Janie turns around and talks.) (Linda talks to Janie and slouches.) (Dick and John talk.) (Dick messes with bulletin board.) (Stan stares and then messes with bookcase.) (Tim rubs his eyes and daydreams.) (Ron writes.) (Linda draws.)
- 12:57 - (Boy leaves room with a pass.) (6 kids are reading.)

School A (Oral Reading - Embedded Questions)

- 1:55 p.m. - "What is the main highway in Canada?" Tom? (No answer) (Dana: "The Transcontinental Highway.") Claude - how did people travel across the provinces before the Transcontinental Highway? Did they have to hit parts of the U.S.? (Claude: "Not necessarily." Claude reads the part of the text having to do with the answer and finds his answer was wrong.) (Missy, a learning disabled student comes up to teacher with a worksheet and asks a question.) (Another girl is at the teacher's side, too.) (The teacher goes back to the class and asks:) What is the second question--what are the three largest provinces in population? (Nita answers, "Alberta, New Brunswick, and Saskatchewan.") (Teacher with hands out wide says:) We are not looking at size, but population. We are looking for black dots. (Terry says, "I had Ontario,

Quebec, and British Columbia.") Tammy, what is the next question? (Tammy: "What is the smallest province in terms of population?--I said, Prince Edward Island.") (A boy rereads the question and says, "I had Yukon Territory.") It is not in terms of territory--the text says 'not a territory.' (Billy writes) (all kids have books open except Missy.) (All kids are attentive--they use books to verify other kids answers to the embedded questions.) (A girl knocks at the door--a student from class gets up and goes to the door to talk to first girl.) (Teacher gets up and scolds the girls. The girl explains she is going home and needs to give a message to the girl in class.) I don't want you to enter my classroom again or interrupt without a pass, or both of you will be in detention. (Time for class to end.)
- 2:05 p.m. - We'll finish another time.

Questions from the Teacher Questionnaire About Textbook Use Styles In Sixth Grade

How often and under what conditions do you make assignments out of the text?

Teacher 1: I use the text as often as possible. Several times a week.
Teacher 2: Weekly, with material to be discussed in class after reading.
Teacher 3: Two to three times a week.
Teacher 4: I make a text reading assignment about once every two weeks
Teacher 5: (Seventh grade.) I give 2 - 3 weekly assignments out of the text whenever I feel my students need to find out or make sure they understand what a chapter is about.

Are the assignments on material not covered before in class--on new, original learning?

Teacher 1: In most cases, it has not been covered before in class.
Teacher 2: Yes
Teacher 3: Both
Teacher 4: It is on material previously covered in class.

How often and under what conditions do you use the text to elaborate or reinforce what you already presented in class?

Teacher 1: I try to use the textbook as often as possible to reinforce materials--especially when I feel there is a need to do so.
Teacher 2: In reviews and when comparisons with the past can be made.
Teacher 3: 50%
Teacher 4: I use it daily to reinforce material presented in class.

How much time do you normally give students to finish a textbook assignment?

Teacher 1: They are given from 1 - 3 nights to complete an assignment.

Teacher 2: Ten to 15 minutes in class. The rest as homework (not usually more than 30 minutes total.)

Teacher 3: It depends on its length.

Teacher 4: We usually have two days to complete a long assignment. If the assignment is short, we complete it in 1 day.

Teacher 5: (Seventh grade) I give my students 2 nights to finish a textbook assignment.

hat have you noticed about the way students use the textbooks?

eacher 1: Students like to write in the textbook (make notes to use later.)

Teacher 2: They seem engrossed in subject matter enough to ask questions if they don't understand.

Teacher 3: They seem to enjoy them if not used too often or if the assignment isn't too long. Also I give them ideas on what to be looking for.

Teacher 4: They skim materials, look at maps and pictures--then read written materials.

How often do your students use their textbooks at home?

Teacher 1: About 3 times a week at home.

Teacher 2: ---

Teacher 3: Three times a week on average.

Teacher 4: Some students take textbooks home more often than others. Usually all students take their books home about once a week.

Teacher 5: (Seventh) 2 - 3 times a week in addition to the workbook.

Parents' Perceptions of Their Children's Style of Textbook Use

A question from the parent questionnaire: What strategies or methods does your child use when he reads or studies his Social Studies textbook?

Number of responses	Response (42 replies)
10	I don't know, he never brings it home, unknown, I don't know about S.S. reading
2	flips through
1	looks at pictures and maps
3	reads straight through
1	reads and then looks at pictures and maps
1	looks at pictures and maps and then reads the questions
2	reads questions and then flips
1	reads the text, flips, and then looks at pictures and maps
2	reads text, flips, answers the questions
2	reads text, reads questions, then rereads
13	reads text, rereads
3	reads text, answers questions, rereads
1	reads questions, then reads straight through, then flips

The parents often had no idea about the reading strategies used for Social Studies (25%) because the textbook was not brought home at all or rarely so or because they were unaware of their child's strategies. It appears that parents perceive textbook use styles to be: The looking-only style; the flipping-only style; the reading-straight-through style; the rereading style and combinations of styles such as reading text then looking; reading text, flipping to find answers and writing them out; reading the questions first, then reading straight through and then flipping; reading questions and then flipping; looking and then reading and so on.

Just as the role of textbooks and whether they are used or not is determined by a multitude of factors, the context of the particular situation, so too is the style of textbook use. The reality of each particular sixth

grade school and classroom situation seems to determine how students and teachers use the Social Studies textbook. The styles seem to depend on teacher philosophies and goals for their students. One teacher may value reading books in general and textbooks in particular as the way to improve economic and social status for students. Responsibility in reading, learning study skills, learning the textbook content using both silent and oral methods will be emphasized. Another teacher will value critical thinking and probing and an encyclopedic and episodic approach, and will emphasize the need for students to be aware of significant current and past issues by using a variety of sources in order to be successful citizens. Styles depend on other matters too, such as which part of the textbook or course curriculum is being focussed on at a certain time. An introduction to a textbook is not the same as the middle part or the end part; geography is not the same as history or current events; map skills are not the same as skills in reading connected expository prose; reading new information is not the same as reading old information; reading and answering embedded questions require a different style than reading and answering questions at the end of a section or chapter. Styles vary according to the length of the piece of text read or the number of uninterrupted minutes available to read the portion of text. Styles of textbook use interact with perceptions of the textbook as positive or negative, easy or hard, informational or redundant, interesting or boring and so on and with classroom management concerns. The style issue is full of complexity.

Sixth grade teachers seem to use the oral reading style as often as the silent reading style. They most often use the oral style for material previously taught or read and the silent reading style for material not previously taught or read. It appears that the textbook is used somewhat more often for new information than for old information. Teachers on the

other grade levels tend to prefer the silent style somewhat more than the sixth grade teachers and preferred using the text for old information somewhat more than for the new. There was a range from 1 - 16 pages of assigned or covered textbook pages. The range for the number of minutes given for a textbook task was from 5 - 45 minutes and the number of interruptions sometimes equaled the number of minutes given for the task. It was not unusual to find an interruption of some sort every minute or two. The average percent of students attending to the textbook task ranged from 54% to 100%. Clearly textbook styles vary from one teacher to another and from one section to another for a single teacher. The reasons for the style variation are many and complex--some of which no doubt had to do with the "transition year," textbook situation.

IV Conclusion

Because this study was designed as a descriptive rather than an evaluative case study, no attempt is made here to make judgments or come to any conclusions or make any recommendations. It is hoped, however, that based on the descriptive information given here, the readers will make their own judgments and draw their own conclusions. The study will be considered a success if readers now understand more fully the Social Studies textbook situation at Champaign Middle Schools in sixth grade. In speaking of naturalistic research, House (1980) says the following:

> When one reads a novel or poem, something is learned. If someone were to ask what has been learned, it would be difficult to say. Often the knowledge gained from such reading is not in propositional form. Yet in the reading of such works, experience from the novel or poem is mapped onto the mind of the reader.

This case study is not a novel or poem but there was and attempt to use some of the same techniques the novelist, poet, or documentary writer uses in order

that something could be learned. The something learned may be different from what the researcher or another reader learned, but hopefully useful, whatever it is. The study tried to focus on the students' and teachers' world, describing how that which they are taking part in, appears to them, Martin (1980; 198) calls this a "from-the-inside" perspective or an experiential perspective. It is hoped that when readers read the vignettes, the letters, and verbatim comments, they will use the vicarious experience to acquire the kind of generalizations called "naturalistic" generalizations by Stake (1980).

In case some readers would like a more "from-the-outside perspective"--an explanation in addition to an understanding, there are the attitude scales, percentages, averages, and charts and figures. Even though both "inside" and "outside" perspectives were used, the case study is still severly limited in what it can say and convey. A month is not a very long time to study perceptions and use of textbooks. The study is hardly begun and should continue--next June there would be a different story to tell. The November 16 - December 16 time period is a busy, rather untypical 30 day period also. The lack of time and space to show more clearly the differences between a Social Studies 1 and a Social Studies 3 class is also a problem. Students in the last class of the day have advantages and disadvantages--teachers have fine-tuned their teaching strategies by then, but students are tired and anxious to leave school and the intercom distracts. Social Studies 1 students perceive the textbooks differently from Social Studies 3 students--there are different realities here, but the study did not focus much on this. Nor on the fact that an elementary Social Studies teacher has only one class and no opportunity to refine the teaching as does the middle school teacher. Limited as it is, the study is at an end.

Before stopping completely however, there are some suggested questions (ten to be exact), for publishers, educators, and parents to investigate.

1. Should publishers pay more attention to style, feelings, and new information in sixth grade Social Studies textbooks?
2. Does the simple prose resulting from using readability formulas to write textbooks cause boredom for bright students and confusion for many of the rest?
3. Should parents' and students' criteria for Social Studies textbooks be taken into consideration by publishers when designing and writing textbooks?
4. Should Social Studies teachers teach students comprehension strategies? Should learning-to-learn-from-texts be taught as well as content in the Social Studies classroom?
5. Should oral reading be used frequently considering the ambiguous feedback about it from students?
6. Why is there such a large range in the amount of pages read and covered in the Social Studies textbook?
7. Do frequent interruptions affect attitudes toward Social Studies reading? Do they affect comprehension?
8. Why is there a lack of parent and student in-put in the textbook selection and evaluation process? Does the regular classroom teacher have adequate in-put and awareness of the textbook selection and evaluation process and criteria?
9. Is the present EPIE evaluation form adequate? Is it concerned with text characteristics? Does it overemphasize content?
10. Is there a way to procure new textbooks earlier in the school year so "hands-on" inservice and familiarity with the text is possible?

A last thought:

> The body travels more easily than the mind, and until we limber up our imagination we continue to think as though we had stayed home. We have not really budged a step until we take up residence in someone else's point of view.
>
> John Erskine

References

House, Ernest. Evaluating with validity. SAGE, 1980.

Marton, Ference. Orientations to studies, approaches to texts--learning as seen from the learner's point of view. Lecture delivered at the Jyväskylä. Symposium on Research on Higher Education, May, 1980, Jyväskylä, Finland.

Marton, Ference. Phenomenography - Describing Conceptions of the World Around Us. Department of Education, University of Göteborg, 198_.

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CHAMPAIGN COMMUNITY SCHOOLS
Champaign, Illinois

1. Curricular Area Social Studies
2. Course Title _____
3. Course Number _____
4. Grade Level(s) 6-7 Semester both

NEW COURSE OR COURSE CHANGE REQUEST FORM (NCR-80)

PART A

This proposed course change has been approved by:

K-12 Curriculum Committee Social Studies Date March 2, 1981

Signature of Curriculum Committee Chairpersons _____

Principal(s): (At least one principal at the appropriate level should sign this request form. It is more desirable to have both high school principals, all three middle school principals, or three elementary principals to review the proposal.)

I have reviewed this proposal: (signature indicates review only)

Mel Kleitsch Date 3/9/81

Eldon Weisheit Date 3/10/81

William Lippert Date 3-10-81

.....

Faculty Curriculum Board approval on: (Date) _____

Administrative Board approval on: (Date) _____

Board of Education approval on: (Date) _____

2 (2)

Course No. _____

PART B

Curriculum Committee K-12 Social Studies

Date March 2, 1981 Form Prepared by Barbara Sartain

The following SPECIFIC CHANGES are suggested:

1. Curricular Area Social STudies
2. Course Title _____
3. Course Number _____
4. Grade Level(s) 6 and 7 Semester _____ Year-long X
5. Number of teachers who studied the recommended change 9 (as well as several other K-12 commit members)
6. Number of teachers who will be affected by the change all 6th & 7th gra social studies teachers.

Course No. _____

PART C

For COURSE CHANGES complete the following:

1. Is this course a replacement? If so, which course(s) will be replaced?
   No
2. Is this a major change within a course? No
   If so, what change is proposed? No
3. Is this an entirely new course? No
4. How will the change(s) improve the instructional program? (Include needs assessment data to support your answer) Needs assessment attache to 8th grade adoption forms. Provide in-depth content and skills development. Organize objectives so that Western ~~Hemisphere (except U.S.) is taught in 6th, as well as~~ geography skills. ~~xxxxxxxxxxxxxxxxxxxxxxxxxxxx~~ Eastern Hemisphere at 7th
5. Will new staff, materials, or facilities be needed? yes If so, which ones? ~~textbooks, geography skills program recommended~~
6. What negative impact do you perceive? None
7. Course Prerequisites: _____
8. What are the course objectives? (In behavioral terms) (Please attach a list.) Previously submitted
9. What is the scope and sequence for the course with the approximate amount of time allocated for each content/concept area? (Please attach information). Previously submitted.

Course No. 145 (31)

PART C (continued)

10. Please list the course requirements: (Field trips, special projects, recommended reading, etc.) _____

11. What methods of instruction will be utilized? _____

_____

12. Qualified faculty members who might teach the course: _____

_____

13. How does this course relate to other existing or proposed courses? (Is it part of a sequence? _____) _____

_____

#14. See attachments for:

1. Inservice
2. Materials
3. Equipment
4. Geography skills programs
5. Maps and globes.

14. What materials and equipment will be needed for the course, i.e. textbooks, supplementary materials, and the projected costs of same? (Utilize the appropriate textbook request form.)

15. Will staff development activities be required for the successful implementation of the program? yes If so, what is needed and what are the projected costs? See attachment.

_____

_____

16. What evaluation techniques and instruments will be used to determine at what level students meet course objectives and the cost of such evaluation? Performance tests furnished by the publisher (Nystrom) in conjunction with teacher evaluation.

_____

_____

17. When will the evaluation instruments be administered and the results reported to the administration and Board of Education? _____

Materials tested by the chapter and a sample of results will reported Spring 1982. At 6th grade, a criterion-referenced t over the geography skills program objectives (Published by Nystrom) will be given and the results reported.

18. Students:
(a) Estimate the number of students to be served by this course.

_____ First Year _____ Third Year _____ Fifth Year

(b) Is this course aimed at a special target population? _____

If yes, what are the characteristics of that population? _____

_____

19. Cost estimates:

	First Year	Third Year	Fifth Year
Staff (number needed)			
Textbooks			
Supplementary materials (first year purchased with district level funds)			
Supplies (succeeding years materials)			

Recommendations for Inservice

Grades 2-5

It is proposed that teachers at the above grade levels be released for 1/2 day (to be scheduled by the Program Department for May of 1981) for the purpose of studying the new materials and objectives; consultants providing congruence and verification information relative to objectives and materials. The resulting products of the 1/2 day should be tentative first-week plans for instruction in the fall.

Summary of Cost:

Approximately 30 teachers/grade level (120 teachers) @ $16.00 $1920.00

Grades 6-8

At sixth through eighth grade level, plans are to provide inservice to the new text during the teaching day by combining team planning times.

Inservice for K-1 will be planned as the materials selection process and summer writing is further developed.

Recommendations for Materials

Services are being sought through the U of I to tape the content of the texts, grades 4-8, for the purpose of supporting below grade readers or other students in some way handicapped, i.e., Learning Disabled students. It is necessary to provide for these learning differences because we have a single text adoption. At this time, we think it is possible to obtain volunteers for the taping; however, we must furnish blank cassette tapes. We propose one set/building at the elementary and one set/team at the middle school.

Summary Estimate of Cost:

Fourth Grade 12/set @1.00 ea.	10	$120.00
Fifth Grade 15/set @1.00 ea.	10	150.00
Sixth Grade 25/set @1.00 ea.	7	155.00
Seventh Grade 25/set @1.00 ea.	7	155.00
Eighth Grade 30/set @1.00 ea.	6	180.00
		$810.00

Equipment Recommendation

The K-12 Social Studies Committee requests that heavy-duty cassette players be purchased for the purpose of implementing the geography skills program at the 4th and 6th grade levels.

Projected Number of Elementary Buildings	10
Projected Number of 6th Grade Middle School Teams	7

Summary:

17 Heavy Duty Cassette Players

Approximate Cost:

Total Estimated Expenditure $3,400.00

(7) 128

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Central Eurasia
Europe
Canda, Australia, New Zeala
Africa
Latin America
Middle East
East Asia
South Asia

PART B (TBC-79)

For TEXTBOOK or BASIC MATERIALS change request complete this section:

1. What text and/or basic material is being replaced?

   (Title) People in Change Series

   (Copyright date) 1973 (Publisher) Addison Wesley

2. When was it adopted in Unit 4? 1976

3. Why is it unsatisfactory? (Be specific) Narrative style of presentation with regard to content proved to be of insufficient depth of accomplish objectives. Necessity of sharing materials limited the social studies program.

4. Recommended replacement:

   (Author) _____

   (Title) 6th grade American Neighbors (Edition) _____

   (Publisher) MacMillan (Copyright date) _____

   Workbook to accompany text Yes - to be used consumably

5. Have you used the EPIE model in the evaluation process? yes

6. What were the results? (Please attach a copy of the summary rating sheet for the top three texts considered.)

7th Grade -

Author: Tiegs-Adams

Title: Our World Edition

Publisher: Ginn Copyright: 1979

Workbook: Yes - to be used consumably

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Date : FEBRUARY, 1981

Curriculum Committee: SOCIAL STUDIES

NEEDS ANALYSIS FORM

IDENTIFICATION AND BACKGROUND

			Priority Rating
0. Whose Needs?		6th and 7th grade students	
1. Subject Area		Social Studies	3
2. Grade Level Range		6-7	3
3. Curriculum Role		X Basic ___ Supplementary	3
4. Media Components	Print	X Text X Teacher's manual	3
		___ Workbook ___ Ditto masters ___ Practice sheets	
	Visual	___ Slides ___ Filmstrip ___ Transparencies	
		___ Film ___ Videotape ___ Videocassette	
	Audio	X Cassette ___ Reel to reel ___ Record	
		Applies especially to 6th grade geography skills	

INFORMATION ON PRODUCT DEVELOPMENT

5. Developer's Track Record	
6. Development Procedure	
7. LVR Evidence	
8. Field Test Data	

PURPOSE

9. Goal/s	6th Students will learn geography skills. Students will learn about the western hemisphere, except the U.S. ~~which is covered in 5th grade.~~ 3
	7th Students will learn about the Eastern Hemisphere.

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Module 8. Needs Analysis Form

PURPOSE

10. Focus of Instruction	X Present concepts and principles X Build skills ___Create specific feelings and attitudes ___Serve special group of learners: _____ _____ ___Serve societal need or policy: equality for all groups ___Apply specific instructional approach: Traditional. Thinking strategies ___Serve special subject matter approach: _____ _____ ___Other: Geography aspect: "hands-on" approach and application	3
11. Explicitness of Learning Objectives	X Should be specific ___Should be general ___Should be left to teacher to specify	2
12. Learning Domain Emphasis	___Exclusively cognitive X Primarily cognitive ___Primarily affective ___Primarily psychomotor	2

CONTENTS

13. Scope of Subject Matter, Skills, Attitudes, etc.	Specific topics to be emphasized: 6th: Geography skills and Western Hemisphere, except U.S. 7th: Eastern Hemisphere. Culture, geography and history should be a part of presentation. Specific topics to be avoided or de-emphasized: _____ _____ _____	3

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14. Sequence	___Chronological X Interdisciplinary	X Logic of subject ___Other:_____
15. Supplementary Materials	___Should be included ___Enrichment	X Should be listed/separate ___Remedial

METHODS AND ACTIVITIES

16. Learning Approach	X Didactic X Discovery	X Experiential ___Other: Interdisciplinary
17. Grouping	XX Whole class ___Peer tutoring	___Small groups ___Individuals
18. Pacing	X Adjustable by teacher ___Fixed by materials	___Adjustable by learner
19. Learner's Entry Level	___Usable with below average knowledge and skills X Average knowledge and skills required ___Above average knowledge and skills required.	
20. Learner Activities	X Reading X Speaking X Viewing	X Writing X Computing X Manipulating X Listening X Discussing
21. Teacher Qualifications	___Limited knowledge of subject area sufficient X Average knowledge of subject area sufficient ___Above average knowledge of subject area required	
22. Teacher's Manual	X Required ___Should fully describe methodology X May partially describe methodology	___Not required

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23. Preparation and Follow-up Time Available	___Limited X Moderate ___Generous	2
24. Teacher Activities	X Presenting — X Using mediated materials ___Diagnosing ___Prescribing X Testing ___Record keeping ___Other: _____	2

TESTS AND ASSESSMENT

25. Tests and Assessment	X Required ___Not required ___Should check entry level ___Should diagnose learner deficits X Should check achievement ___Should compare with standardized norms	2

USE CONSIDERATIONS

26. Price		1
27. Durability	Minimum use: 5 years	2
28. Accuracy	excellent	3
29. Production Quality	good	2
30. Readability Level	~~grade level~~	3
31. Ability to Motivate	good	2

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Date: February 1981 Curriculum Committee: K-12 Social Studie

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EPIE Materials Analysis Form

Book Title: American Neighbors by MacMillan

I. IDENTIFICATION AND BACKGROUND	
1. Subject area	Social Studies
2. Grade level	6
3. Curriculum role	[X] Basic [ ] Supplementary
4. Media components AV to be recommeded in 1982	Print: [X] Text [X] Workbook [ ] Teacher's manual [ ] Ditto masters [ ] Practice sheets Visual: [ ] Transparency [ ] Slide [ ] Filmstrip [ ] Film [ ] Videotape [ ] Videocassette Audio: [ ] Cassette [ ] Reel to reel [ ] Record
II. INFORMATION ON PRODUCT DEVELOPMENT	
5. Developer's track record	
6. Development procedure	
7. LVR evidence	
8. Field test data	
III. PURPOSE	
9. Goal	Social Studies
10. Focus of instruction	[X] Present concepts and principles [X] Build skills [ ] Create specific feelings and attitudes [ ] Serve special group of learners: _____ [X] Serve societal need or policy: Equality for all groups [X] Apply specific instructional approach: Traditional, geography skills [X] Serve special subject matter approach: Interdisciplinary [ ] Other: _____

11. Explicitness of learning objectives	☐ Stated in general terms ☒ Stated in specific terms ☐ Not stated, but may be inferred easily ☐ Left entirely to the user
12. Learning domain emphasis	☐ Exclusively cognitive ☒ Primarily cognitive ☐ Primarily affective ☐ Primarily psychomotor ☒ Affective at times

IV. CONTENTS

13. Scope	Specific topics emphasized: Western hemisphere Specific topics omitted or de-emphasized: United States, already taught in 5th grade
14. Sequence	☐ Chronological ☒ Logical ☒ Interdisciplinary ☐ Other:
15. Supplementary materials	☒ Available separately ☐ Comes with the material ☐ Enrichment ☐ Remedial

V. METHODS AND ACTIVITIES

16. Learning approach	☒ Didactic ☒ Experiential ☒ Discovery ☒ Other: Interdisciplinary
17. Grouping	☒ Whole class ☐ Small groups ☐ Individuals ☐ Peer tutoring
18. Pacing	☐ Fixed by material ☒ Adjustable by teacher ☐ Adjustable by learner
19. Learner's entry level requirement Activities	☒ Reading ☒ Writing ☒ Listening ☐ Speaking ☒ Computing ☒ Discussing ☒ Viewing ☐ Manipulating

20. Learner ~~activities~~ Entry Level	[X] Conventional [ ] Requires less knowledge and skills than usual [ ] Requires more knowledge and skills than usual
21. Implementation requirement (Teacher qualifications) Teacher Activities	[X] Presenting [X] Using mediated materials [ ] Diagnosing [ ] Prescribing [X] Testing [ ] Record keeping
22. Teacher's manual ~~XXXXXXX~~ Qualifications	[ ] Can be used with limited knowledge of subject area [X] Can be used with usual knowledge of subject area [ ] Requires above-average knowledge of subject area
23. Preparation	[X] Requires limited preparation time [ ] Requires extensive preparation time [X] Requires ~~XXXXXXX~~ moderate follow-up time [ ] Requires extensive follow-up time
24. Teacher ~~activities~~ Manual	[X] Available [ ] Not available [ ] Methodology fully described [X] Methodology partially described

VI. TESTS AND ASSESSMENT

25. Tests and assessment	[X] Available [ ] Not available [ ] To check entry level [ ] To diagnose learner deficits [X] To check on achievement [ ] To provide comparisons with standardized norms

VII. USE CONSIDERATIONS

26. Price	____ per student $10.98 text per class set
27. Durability	Minimum use 5 years
28. Accuracy	

29. Production quality	Good	2
30. Readability level	6	3
31 Ability to Motivate	Very Good	2

(20)

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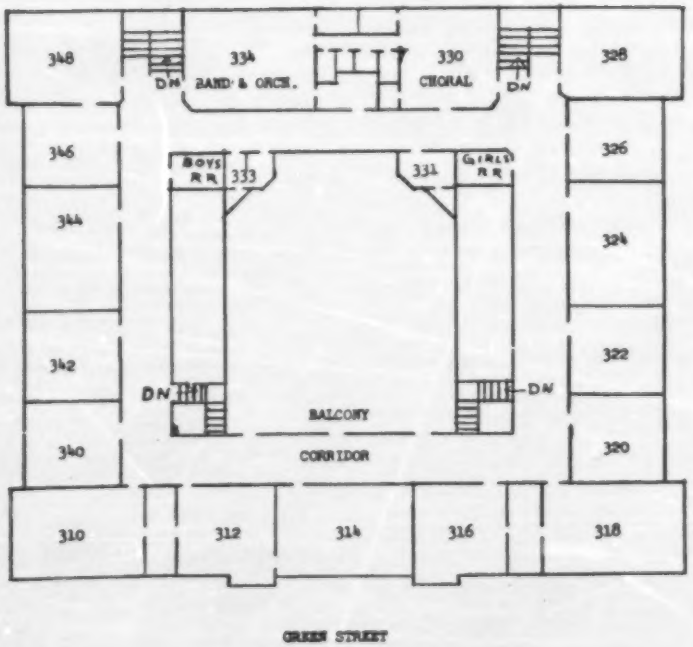
THOMAS EDISON JUNIOR HIGH SCHOOL

GROUND FLOOR

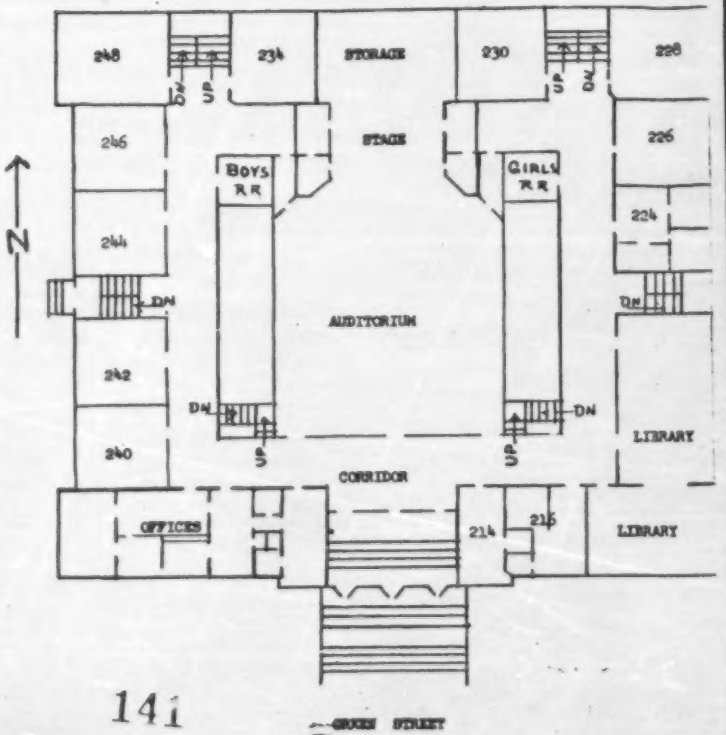
THOMAS EDISON JUNIOR HIGH SCHOOL

THIRD FLOOR

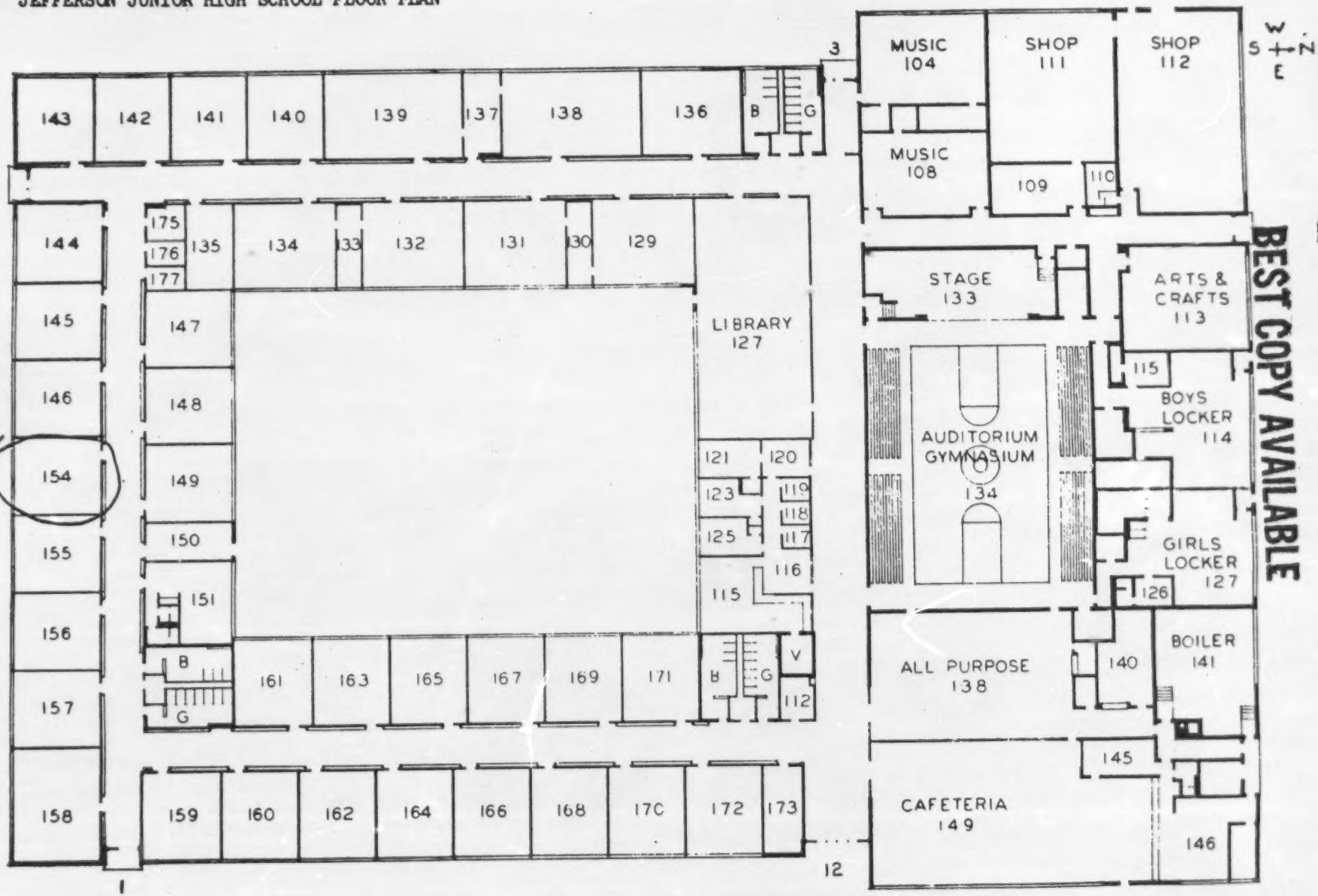


THOMAS EDISON JUNIOR HIGH SCHOOL

MAIN FLOOR



JEFFERSON JUNIOR HIGH SCHOOL FLOOR PLAN



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Appendix A

Methodology

The plan of the study involved using both qualitative and quantitative data and structured and unstructured approaches. Although I began the case study with the purpose of investigating students' and teachers' perceptions and use of Social Studies textbooks, I tried to be as open and non-rigid as possible during the first phase of the study. This meant that during the first several weeks I let the issues evolve from the informal conversations with administrators, teachers, staff, and students; the unstructured interviews; and the unstructured classroom observations. During the second phase, lasting approximately three weeks, I became more focused since by then many of the issues had been identified. At the end of the first phase the structured questionnaires, attitude/behavior measures, metaphor and opinion letters-to-the-textbook authors tasks, and structured interviews were designed. The issues, then, determined the data collection; however, some data not pertinent to the issues were also collected in the hope that they would be useful for other issues at a later date.

I decided to investigate sixth grade Social Studies classrooms at Edison Middle School and Jefferson Middle School in Champaign, Illinois indepth; and Westview Elementary School, also in Champaign, to some extent. The middle school decision was based on the certainty of finding social studies taught every day during the time of the study and finding a time consonant with my schedule as a graduate student at the University of Illinois. The Westview Elementary School decision was prompted by the

unusual sixth grade situation in Champaign where some sixth graders are in elementary schools and some in middle schools, depending on parent preference. I felt it would be interesting as well as necessary to look at both sixth grade situations. Westfield was chosen because it was convenient for me, being on the direct route between Edison and Jefferson.

Two Social Studies classes, the first period and last period, were chosen at each middle school. The classes were comparable in size, time taught, and student characteristics. The combined first and last period classes totaled 47 students for both Edison and Jefferson, making a total of 98 students. Each class had a wide variation in student ability and socio-economic status. Each class had students from a variety of races and cultures, with approximately five Black students in each class and several students from Oriental and other ethnic backgrounds. The class at Westview was of similar size and makeup. At the middle schools one teacher came from a secondary background and the other from an elementary background. One was male, the other female; one was white, the other Black. The elementary school teacher was white and female. The variability of the teacher characteristics was unplanned, but added to the interest and complexity of the study. Of course, the student characteristics and sixth grade situation--an elementary school sixth grade and a middle school sixth grade--also added to the interest and complexity.

Cross-validation of the study involved the following:

1. Investigation of a Social Studies classroom at Westview Elementary School, including classroom observation; informal conversations;

structured teacher and student interviews; student attitude/behavior measures; parent questionnaires; structured and unstructured student letters to the textbook authors, and the metaphor task.

2. Classroom observation of a fifth grade Social Studies class at Westview and informal conversation with the fifth grade teacher.
3. Classroom observations, discussions, teacher questionnaires and interviews at the seventh and eighth grade level in Social Studies at Edison and Jefferson.
4. Classroom observation, teacher questionnaire and conversation for another social studies teacher from another team at Jefferson.
5. Classroom observation of sixth grade Social Studies classes other than first period and last period at both Edison and Jefferson schools.
6. Parent questionnaires.
7. Administrator/staff interviews (unstructured and structured):

Superintendent, Unit 4 School District	James Mahan
Evaluation Director, Unit 4 School District	Michael Woods
Secondary Program Director, Unit 4 School District	Eldon Gleichman
Elementary Program Director, Unit 4 School District	Marge Stillwell
Edison Principal	Al Griggs
Edison Assistant Principal	Carl Williams
Jefferson Principal	Melvin Klitzing

Westview Principal	Michael Cain
Edison Learning Coordinator	Betty Burns
Jefferson Learning Coordinator	Lou Davis
Edison Counselor	Judith Johnson
K-12 Textbook Selection Committee Chairman	Marilyn Quiggly
Social Studies Textbook Selection Chairman	Barbara Sartain

8. Data type: informal conversation; unstructured and structured interviews; unstructured and structured classroom observation; questionnaires; attitude/behavior measures; metaphor task; unstructured and structured opinion letters to textbook authors; textbook selection documents; the textbook and workbook.
9. Investigation of two different middle schools, Edison and Jefferson.
10. Investigation of two different sixth grade middle school Social Studies teachers.
11. Questionnaires from teachers on all levels from the Chicago area attending a Reading-to-Learn Conference at National College of Education.
12. Classroom observations of subject areas other than social studies at sixth grade middle schools.

By gathering data across and within schools, subjects, and levels, from parents, administrators and staff as well as teachers and students, from qualitative as well as quantitative and structured as well as unstructured types, I tried to corroborate my findings and understandings, and make my study balanced and more adequate.

Data Information

1. Informal conversations: I talked to teachers at lunch time and ate lunch with them; before class; during class; after class and in hallways. I also talked with students in the classroom and in hallways.
2. Interviews: I had both unstructured and structured interviews with teachers after school, two interviews each for the sixth grade teachers at Edison, Jefferson and Westview. I had an interview with each administrator/staff, most of them from one to two hours long, consisting of part structured and part unstructured. Three students from each class were interviewed (part unstructured, part structured), including Westview, making a total of 18 student interviews. Half of them were girls, half boys. They included three Black girls and three Black boys, one Iranian boy and one Thai girl. In each class the girls were selected randomly from a list of girls as were the boys.
3. Classroom observations: Most of the classroom observations were unstructured. I took notes, recording verbatim what the teachers and students said, noting textbook use by teacher and students. I noted interruptions, discipline problems, any interesting anecdotes and behavior. The structured observations involved noting textbook use at specified time intervals, comments about amount and frequency of use, strategies, and comments about the textbook or workbook. I tried in the notetaking to record the

context of the situation and some of my impressions and reactions as well as the teacher's and student's behaviors and apparent reactions. Each teacher's first and last period Social Studies classes was observed six times over a period of one month. I began observing on November 18th and finished December 18th. I observed Language Art and math classes at the sixth grade level at both middle schools, as well as seventh and eighth grade Social Studies. I also observed Homerooms and Silent Sustained Reading periods and sixth grade Social Studies classes other than first and last periods. At Westview, I observed a fifth period Social Studies class.

4. Questionnaires: Teacher, student and parent questionnaires were designed which had some questions in common such as criteria for and ideal Social Studies textbook and their perceptions of the current textbook. The student questionnaire had five questions, the parent questionnaire had ten questions and the teacher questionnaire had thirty questions. The student and teacher questionnaire was all narrative in response format. The parent questionnaire was half narrative and half rating scale. All students, teachers, and parents of first and last periods at middle schools and Westview received questionnaires.
5. Attitude/Behavior measures: The attitude measure was a unipolar semantic differential measure using twenty adjectives that students and teachers applied to the social studies textbook, rating each

adjective on a five-point scale. The behavior measure was an attitude measure also. It consisted of twenty situations involving the Social Studies textbook. Students rated themselves on a five-point scale as being "Very Like Me or Very Unlike Me." This measure was an adaption of Larry Mikulecky's instrument used for reading attitudes. It was based on Krathwahl's taxonomy of the Affective Domain. Both measures were given to students in the first and last period Social Studies middle school classes and the Westview class. Sixth grade teachers also received the semantic differential attitude measure.

6. Metaphor task: For an additional way to get at student perceptions of the Social Studies textbook, I asked students to generate a metaphor comparing their text to something else besides another textbook or book. I asked them to explain to me in what ways the two objects were alike. All students and teachers in the classes under study were given this task.
7. Opinion letter to the textbook authors: All students in sixth grade at Edison (approximately 100) were assigned in their Language Arts class to write a letter to the authors of the Social Studies textbook. After being taught business letter form by the Language Arts teacher, each student wrote a first draft expressing his feelings about the textbook. This was the unstructured letter, which was edited with the teacher's help and rewritten in a final draft. The letters were given to me, and I

made copies of each one and returned the original to the teacher, who now plans to send them to the textbook authors. After this task was finished, each student also wrote a structured letter to the same authors, an open-ended sentence completion type that asked for an overall impression of the text two things liked about the text with reasons, examples, and page numbers and the same information for two things not liked about the text. They also were asked to make suggestions for improving the text.

8. Textbook selection document: These documents include the Course Change request form for Social Studies, Textbook Change Request Form, Needs Analysis Form, and EPIE Materials Analysis--Evaluation Form. All of these were for sixth grade classes in Unit 4 School District. The textbook selection committee is required to fill out these forms when a new textbook is adopted.
9. The textbook and workbook: American Neighbors by Prudence Cutright and Loyal Durand, Jr. Macmillan Publishing Co., Inc. New York, 1981.

Summary of Time Spent on Case Study Field Work

Observations	
Number of periods observed	
Edison:	
6th Social Studies 1	6
6th Social Studies 2	4
6th Social Studies 3	6
	16
6th Language Arts	1
6th Math	1
7th Social Studies teacher 1	2
7th Social Studies teacher 2	3
8th Social Studies	2
	9
Total	25
Jefferson:	
6th Social Studies 1	6
6th Social Studies 2	5
6th Social Studies 3	6
6th Social Studies (Other term)	1
	18
6th Language Arts	3
6th Silent Sustained Reading	4
7th Social Studies	2
8th Social Studies	3
	12
Total	30
Grand total both schools	55
Westview	3
	58 periods
58 periods = 38 hours	

Interviews	
Teachers	3½ hours
Children	5 hours
Total:	8½ hours
Administrator/Staff Total:	8½ hours
Grand Total:	17 hours
Observations	38 hours
Interviews	17 hours
	55 hours
Initial School Visits--Access	2 hours
Final data gathering trips and goodbyes	3 hours
Field Work Grand Total	60 hours

The New Teacher's Perspective

The white woman Westview teacher is new to the system, coming from a rural Wisconsin elementary school. She has 24 students from all kinds of backgrounds. "This class is such a mixture! We have extremes--that boy's mother is a waitress, the sole support of him and his sister. That girl's father owns a large department store. 60% of my students have had divorce in their homes. There's a different classroom atmosphere here. In Wisconsin, the students understood my discipline messages--here I find for some, I need to go over and gently touch them before they get the message. One boy looked at me as if I had dropped out of the sky when I told him to be quiet! I'm using Behavior Modification now--it's a miracle! These parents don't appreciate the system, in my opinion. The art and music here! There are more opportunities here. The gifted program."

Some of the Elementary/Middle School Social Studies Differences as Reported and Observed

Elementary School	Middle School
1. Teacher has 24 students to know and teach.	Teacher has 75-100 students to know and teach.
2. Students have recess.	Students have no recess.
3. Students stay in one room--one teacher.	Students move to different rooms, different teachers.
4. Students have no homeroom.	Students have a homeroom.
5. Students have no silent sustained reading.	Students have silent sustained reading period (unless in band, etc.)